	Behaviour Policy	
	Last reviewed: September 2025	Next review: September 2026
	Linked Governor: Peter Hepburn	SLT Member: David Beattie

Our Behaviour Principles

- We expect everyone in our community to uphold high expectations of behaviour, and to recognise, celebrate and promote a culture of success
- As part of our character programme we encourage and support students to develop their internal discipline in order to take greater ownership and responsibility of their actions and behaviour
- We expect students to consider the impact of their behaviour on others and to set a good example, both within the school and wider communities.
- The rewards system will actively recognise those who make a positive contribution and uphold our core values and community expectations. Anyone choosing to break these will expect the corresponding consequence.
- We will provide clear guidance relating to the policy and procedures. All members of our community have access to a copy of our Community Expectations (appendix I), the Rewards system (appendix II) and the Consequences system (appendix III). There are copies of each of these documents in classrooms, as well as being accessible through the school website.

Roles and Responsibilities

- The **Governing Body** will produce a Written Statement of Behaviour Principles which will underpin and inform the school's behaviour policy and will consult with the Head Teacher, staff and parents regarding the monitoring of the policy and procedures.
- The **Head Teacher and Senior Leadership Team** will be responsible for the day-to-day management of the policy and procedures.
- **School staff, including teaching and support staff**, will be responsible for ensuring that the policy and procedures are followed and are consistently and fairly applied, actively recognising effort and achievement and promoting high standards of behaviour. School staff will play a key role in advising the Head Teacher and the Senior Leadership Team on the effectiveness of the policy and procedures. They also have responsibility, with the support of the Head Teacher and School Leaders, for creating a high quality, inclusive learning environment, teaching positive behaviour for learning and implementing the agreed policy and procedures consistently. School staff will ensure parents and carers are kept informed about their child's behaviour.
- **Parents and carers** are expected to sign the **Ashlyns Home School Agreement** and to work in partnership with the school to assist their child in maintaining high standards of behaviour, both in and out of school. It is important that parents revisit the agreement and the Behaviour Policy at the start of each academic year; these documents can be found on the school website. Parents and carers are actively encouraged to view their child's behaviour record on a daily basis through the online facility and to raise any issues in relation to the Behaviour Policy with the school.
- **Students** are expected to take responsibility for their own behaviour and will be made fully aware of the school policy, procedures and expectations. Students also have the responsibility to

ensure that incidents of disruption or hurtful behaviour and any form of harassment are reported.

Relational Approach

At Ashlyns we take a 'relational' approach to behaviour management which prioritises building positive relationships between adults and students through prosocial interactions and consistent, predictable classroom routines. This model emphasises the importance of co-regulation, where adults help students to manage their emotions in the moment, and restorative practices, which focus on repairing harm and restoring relationships after a conflict has occurred through reflective conversations. Ultimately, the goal is to teach students the necessary social and emotional skills to self-regulate and to create a safe, supportive classroom environment

Application of the policy – the school's jurisdiction

The policy applies to all students, including the sixth form, who remain subject to the school's jurisdiction. The rules within the policy apply when students are on the school premises during school hours, on visits and trips, during any other events or occasions related to the school and any occasions where the students are the responsibility of staff. The policy applies when the students are off site on study leave or work experience. When students are travelling to and from school they are considered to be representing the school and therefore the policy applies.

The school reserves the right to take interest in and impose sanctions for any misconduct by any student at any time, beyond the bounds of the school day, week and term, where such misconduct prejudices the good order and welfare of the school, its staff and students, or brings the school into disrepute.

Whilst it is impossible for a school to manage the conduct of students when they are under the care of their parents/carers, the school can impose penalties on students who have harassed another student or member of staff outside school.

Procedures

Procedures detailed in this policy have been developed through consultation between the Senior Leadership Team, teaching and support staff, Governors, parents and students.

Our behaviour policy follows the DfE guidance, which clearly sets out the roles and responsibilities for governing bodies, Head Teachers and teachers (*'Behaviour in schools: advice for headteachers and school staff'* 2024). It recognises the requirements of the Equality Act 2010 and issues covered in the Human Rights Act, is integrated with the school's SEND policy, and is delivered using our standard teaching and learning and pastoral systems. Additional support is provided, and reasonable adjustments are made, where appropriate.

Whilst it is not always possible to do so, particular efforts will be made to avoid excluding students who are being supported under the SEND Code of Practice. We also acknowledge our legal duty under the Equality Act not to discriminate against disabled students by excluding them from school because of behaviour caused by their disability. This applies to both permanent exclusions and suspensions.

Rewards

Rewards and celebration of achievements are seen by Ashlyns School as the most positive way in which to encourage good behaviour, motivation and academic progress. Our School community recognises and celebrates the success of individuals and groups in a variety of ways and continues to review the rewards system in consultation with students, staff and parents/carers.

Rewards can be given by any member of the school staff and will be logged on the school's database as well as regularly monitored by the tutor. Parents/carers are encouraged to view their child's behaviour record through Arbor.

A variety of forums are used to recognise the successes of students, including:

- certificates
- postcards home
- letters and phone calls home
- form tutor achievement boards
- year achievement boards
- e-bulletin
- school newsletter

Students may be rewarded for a number of reasons, including:

- excellent work of a high academic standard
- academic progress
- outstanding effort
- co-operation
- involvement in activities outside the school day
- extra-curricular activities
- changing the pattern of behaviour in a positive way
- improved attendance or punctuality
- excellent attendance
- community spirit
- growth mindset
- demonstrating the school's values

The rewards system is detailed in **Appendix II**.

Rules and Consequences

At Ashlyns, we will help students to learn how to behave and will implement support structures for students whose behaviour gives cause for concern.

We have legal power to apply a wide range of sanctions/consequences to students who break school rules, fail to follow instructions or behave in a way that is unacceptable. All consequences will be logged and parents/carers will be able to view their child's behaviour log via Arbor.

Consequences can include:

- removing break or lunch time privileges
- withdrawing a student from a lesson or from a peer group
- withdrawing participation in a school trip or event
- confiscation of property
- detentions, including during and after school and weekends
- Attending the silent learning room (SLR) for a period of time
- suspension or permanent exclusion from school

Dealing with incidents of poor behaviour in lessons

It is the responsibility of the class teacher to manage the behaviour of the students in their classroom and class teachers should be proactive in their response to classroom management. Classrooms are places of learning and we have high expectations of student behaviour in lessons, as set out in our Community Expectations (**Appendix I**).

We believe that the vast majority of poor behaviour incidents can be dealt with by the classroom teacher. However, where the poor behaviour of a student continues to disrupt the learning and progress of other students we would expect to see an escalation of behaviour management consequences as detailed in **Appendix III**. Low level behaviour incidents will be dealt with verbally (C1 and C2) by the member of staff, giving students appropriate warning to correct their behaviour before a more formal sanction is applied. All formal verbal warnings (C1 and C2) will be recorded and further consequences or interventions may be applied where students accrue a large number of C1 and/or C2 warnings in a given period of time.

Dealing with incidents of poor behaviour out of class

The same high expectations of behaviour apply at all times and all staff members are responsible for managing poor behaviour. Students who misbehave around school or whilst representing the school will be subject to the behaviour management consequences as detailed in **Appendix III**. Students will carry a standards card with them at all times so that staff can record incidents of behaviour relating to uniform, punctuality and use of mobile phones. If a student does not have a standards card for whatever reason they will be placed in a C3 tier 2 detention in the first instance. If repeated, the consequence will escalate as detailed in Appendix III .

Detentions

Detentions form an important part of our school consequences system (**Appendix III**) and failure to detention attend a set detention will result in an escalation of consequence. C3 detentions run Monday to Friday for one hour after school. C3+ detentions will be held by members of the Senior Leadership Team, on a Friday after school for 60 minutes. Other detentions, for example faculty

detentions due to lack of homework, lack of classwork or PE kit, may also be issued. Students must attend all detentions in full school uniform.

Parents/carers will be given notice for detentions taking place after school that last longer than 15 minutes at least the day before the detention takes place. Parents/carers will be notified of the detention by email. Parents/carers can view details of the behaviour incident that has led to the detention being set via Arbor.

During the detention, students will be under the supervision of a member of staff and will be expected to sit in silence and use the time to complete school work or read. Students may on occasion be set tasks to complete, which may involve some form of service to the school community. They may also be set curriculum tasks to complete. Failure to attend a detention or misbehaviour in a detention will lead to an escalation of the consequence as detailed in **Appendix III**.

Parents/carers are responsible for collecting students after detentions or ensuring their safe journey home.

Detentions will not be re-arranged at the request of students or parents/carers apart from in exceptional circumstances, such as an existing medical appointment, which cannot be rescheduled. In such circumstances, parents/carers must complete the Google form on the website to have a detention rescheduled. Where a student has a role as a carer, this will be taken into consideration.

Examples of behaviour which may lead to a detention can be found in **Appendix III**. This list is intended to indicate the degree of severity of offences but is not intended to be exhaustive.

Removal from lessons and C4 - instant referral

Students may be removed from a classroom if a teacher feels it is no longer possible to teach a lesson with a particular student in the class. This may be either because of a single, disruptive or confrontational act or for a persistent, sustained disruption of the lesson. In the first instance, the student will usually be removed to another class under the supervision of another teacher, as determined by the Faculty exit rota. This may involve the student being in a lesson of a different subject and different year group to the lesson they have been removed from.

If the incident leading to removing the student is for deliberate defiance, rudeness towards staff, walking away from staff or exiting the lesson without permission, or the student does not comply with the removal via the exit rota (or indeed does not behave appropriately when in the exit rota room), a senior member of staff will be called to escort the student to the Silent Learning Room.

In the event of deliberate defiance, walking away from a member of staff or extreme rudeness towards a member of staff during unstructured time e.g. break and lunchtime, this will also result in the student being removed from circulation and remaining in the silent learning room for the rest of the day in order to complete their learning. In the event that this covers lunchtime lunch will be provided for the student. The referral will also result in a C3 hour detention being set. Depending on the nature of the incident a further consequence may also be imposed, following investigation.

In the event that a student is removed from circulation and is placed in the silent learning room an email will be sent to parents informing them of this. A follow up call will usually be made, by the member of teaching staff, if the removal is related to a lesson. A phone call will be made by the Head of Year in the event that it relates to an incident during unstructured times (e.g. transition time, break or lunchtime).

The objective of placing a student in the Silent Learning Room is to change the behaviour that has resulted in them being placed in there. Students undergo a process of reflection in the Silent Learning Room as well as completing the learning set for that particular day. This involves the completion of a reflection sheet which is supported by a staff member and allows the student to consider the choices they made should be different in the future. For example in the instance of a misuse of protected characteristics.

If a student receives a C4 instant referral they will have the opportunity to reflect and usually return to circulation. This will be on the condition that they engage positively with the reflection process. The criteria for this to occur, which is to be approved by a member of the Senior Leadership Team or a Head of Year, is as follows:

- The student must gain a 1 for completion of their learning for each lesson in the SLR
- The student must engage positively in the completion of their reflection sheet
- The student, and staff member, must be in agreement that the student is in the correct state of mind to return safely to the school community

Removed from SLR (period) for instant referral	Time spent in SLR if reflection is positive and successful
1	Period 1, 2 and break
2	Period 2, break and 3
3	Period 3, 4 and lunch
4	Period 4, Lunch and 5
5	Period 5 and c3 detention the next day

The Silent Learning Room (C4 and C4+)

Students may be withdrawn from lessons for longer periods (please see Appendix III), to work under supervision in the Silent Learning Room. Work will be provided and students will be supervised throughout the day, including break and lunch times. Students should bring a packed lunch. In the event that they are entitled to free school meals lunch will be provided for them.

Students in the Silent Learning Room are required to sign to show that they understand what is expected of them: to hand in their phone to be collected at 4.20pm after the C3 detention; to complete all work to the best of their ability; to work in silence; and to complete a reflection sheet about their behaviour. Failure to comply with expectations in the Silent Learning Room may lead to further sanctions including a Suspension.

At the end of a school day in the Silent Learning Room, students will complete a one-hour detention (C3 detention).

Parents/carers will always be informed of isolations by the school. This will usually be in advance unless the student has had to be removed from lessons (as in the case of a C4 instant referral or exit rota). Parents may be called into school to discuss the incident and the ways forward.

In the event that a C4+ consequence is issued, and 2 or more days are served in the silent learning room, then it will be expected that parents/carers attend a meeting to discuss concerns, support and intervention with the Head of Year and/or Senior Leadership Team member. Please note that a detention will only be issued for one day of the C4+ days served.

Examples of behaviour which may lead to an isolation can be found in **Appendix III**. This list is intended to indicate the degree of severity of offences, but it is not intended to be exhaustive.

Suspension (formerly known as a 'fixed-term exclusion') (C5)

In most cases a suspension will be the last resort after a range of measures have been tried to improve the student's behaviour, or in response to a serious incident. We follow DfE guidelines on suspensions, and the final decision to suspend can be made only by the Head Teacher or through delegation to one of the Deputy Head Teachers. When deciding to suspend a student, the Head Teacher will ensure that the matter has been investigated and that a record is kept of his actions and those of other staff, in line with the school's Exclusion Policy.

The standard of proof to be applied is the balance of probabilities rather than beyond all reasonable doubt, i.e. if it is more probable than not that the student did what he or she is alleged to have done, the Head Teacher may suspend the student.

A reintegration meeting will always follow a suspension and will involve the student, parents/carers, Head of Year and a member of the Senior Leadership Team. The terms of re-admission will be discussed and agreed on in this meeting as well as any ongoing support for the student.

Examples of behaviours which may lead to a suspension can be found in **Appendix III**. This list is intended to indicate the degree of severity of offences but it is not intended to be exhaustive.

Permanent Exclusion (C6)

At times it is necessary for the Head Teacher to consider permanent exclusion in response to a student's behaviour; reasons for this may include, but are not limited to, the following;

- All other steps to encourage the student to comply with the school rules have failed.
- Allowing the student to remain in school would be seriously detrimental to the education or welfare of others in the school.
- Persistent and defiant behaviour. This would encompass bullying, including homophobic or racist bullying.
- Serious actual or threatened violence against a student or member of staff
- Sexual misconduct
- Supply of an illegal drug, or severe misuse of an illegal drug.
- Carrying an offensive weapon.

For further information relating to suspensions or permanent exclusions, please refer to our Exclusions policy.

Appendices to the Behaviour Policy

- I Core Values / Community Expectations**
- II Rewards system**
- III Consequences system**
- IV Support structures**
- V Specific rules communicated to students**

- VI Protocol for informing police of behavioural events in school**
- VII Protocol for interviewing students**
- VIII Restraint and search protocol**

The Behaviour policy should be read with reference to:

- The Anti Bullying policy**
- The Exclusions policy**
- The Home-School agreement**
- The Inclusion policy**
- The Complaints policy**
- The Substance Misuse policy**
- The School Uniform rules**

COMPLAINTS PROCEDURE

Students

If a student has a complaint about the way he or she has been disciplined or treated then he or she must firstly discuss the matter with their form tutor. If the matter remains unresolved or concerns the form tutor then it should be referred to the Head of Year. It is envisaged that the majority of student concerns can be dealt with at this level. However, if a matter remains unresolved then a member of the Senior Leadership Team will review the matter.

Parents and Staff

The Governors have a published complaints policy which can be reviewed via the school website.

APPENDIX I

COMMUNITY EXPECTATIONS




Our Community Expectations have been devised by students to remind us of what is expected of us all:

- I take pride in myself and aspire to do my best
- I show respect to others by being polite and kind
- I work to the best of my ability, even when I find the work challenging
- I understand that I represent the school and I dress and behave accordingly
- I show that I am prepared to learn by bringing the correct equipment/kit and actively taking part in all areas of school life
- I do what is asked of me, the first time I am asked
- I arrive to where I should be on time and am always in the right place
- I celebrate my own successes and the successes of others
- I do not use language that is rude or offensive
- I am proud of our school and I help to look after the school environment

APPENDIX II

Rewards

It is essential to promote, recognise and reward good behaviour and positive contribution. At Ashlyns we recognise that encouragement and praise is central to our school ethos and we aim to celebrate achievement and success in all aspects of school life.

Reward Code	Behaviour	Reward	Value
Merit 	<ul style="list-style-type: none"> • Demonstrating school values in and out of the classroom • Effort in lessons • Achievement in lessons • Home learning • Teamwork • Progress • Leadership • Community service • Volunteering 	Merit	1 point
Postcard home 	<ul style="list-style-type: none"> • Outstanding work or effort in and out of the classroom • Demonstrating the school values • 3 signatures on Character Card 	Postcard home	3 points
Student of the Week 	<ul style="list-style-type: none"> • Exceptional effort or achievement in and out of the classroom • Demonstrating the school values 	Student of the Week	5 points

Merit Certificates		
Certificate	Key Stage 3	Key Stage 4
Bronze	25	20
Silver	50	40
Gold	75	60
Diamond	100	80
Platinum	150	120

Rhodium	225	180
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Celebration

- Certificate for 100% attendance
- Points added to House Competition
- Termly event for those with highest conduct/lowest behaviour points
- Other rewards events such as trips and visits
- Subject award certificates at Presentation Evening
- School value postcards
- Queue jumps
- Student of the week
- Low behaviour points total
- Recognition or certificates in rewards assemblies for the following:
 - Low behaviour points
 - Merit certificates
 - Subject awards
 - Character awards - linked to the school values
 - Head of Year award

APPENDIX III
Consequences

	Examples of Behaviour	Consequence
C1	<ul style="list-style-type: none"> • Disrupting the learning of others • Talking/arguing/out of seat • Chromebook not charged • Lack of equipment 	Verbal warning
F1	Failure to complete adequate classwork/home-learning	Faculty detention
C2	Repetition of any C1 offence	2 nd verbal warning
P2	Failure to bring PE kit	PE department detention
C3 - tier 1	<ul style="list-style-type: none"> • Chewing gum • At least 5 minutes late to lesson • Littering/minor graffiti • Misuse of Chromebook during lesson • Gel nails/false eyelashes • Failure to return school Chromebook / blazer • At least 10 minutes late to AM registration • Incorrect uniform (which results in a student gaining a replacement from school) • Failure to return loaned uniform within 24 hours (as per above) 	<ul style="list-style-type: none"> • 30 minute detention
C3 - tier 2	<ul style="list-style-type: none"> • Failure to attend Head of Year detention due to late AM registration • Failure to attend department / faculty detention (note: the department / faculty detention to not be resat) • Refusal to follow instructions • Repetition of talking/disruption despite C1 & C2 warnings • Failure to attend a detention (or other name) in the column to the left • Removal from classroom and use of exit rota • Failure to adhere to the behaviour policy in a cover lesson • Inappropriate language - including swearing across a room and directed swearing at another student • Failure to attend a tier 1 detention • Stage 1 phone offence • Three signatures / failure to produce or lost standards card - first termly offence 	<ul style="list-style-type: none"> • 1 hour detention (Monday - Thursday)
C3+	<ul style="list-style-type: none"> • Associating with someone who is smoking • Failure to attend a C3 tier 2 detention • Misbehaviour in a C3 detention • Off site at lunch / break time • Rudeness to or about a member of staff • Dangerous corridor behaviour e.g. boisterous behaviour • Stage 2 phone offence • Three signatures / failure to produce or lost standards card - second termly offence 	SLT Friday 1 hour detention

C4 - Instant referral	<ul style="list-style-type: none"> ● Extreme rudeness to a member of staff ● Further misbehaviour after removal from lesson to exit rota room/refusal to go to exit rota room ● Walking away from staff or exiting a lesson without permission ● Deliberate defiance ● Please also note that students may be isolated instantly if there is thought to be a danger to them or other students ● 	Silent Learning Room for the rest of that day, followed by one hour after school detention (the next day - teacher to call home if removal from lesson)
C4	<ul style="list-style-type: none"> ● Persistent C3 behaviour ● Truancy ● Dishonesty / lying to a member of staff ● Serious/repeated swearing ● Bullying incident ● Inappropriate use of technology ● Possession of smoking/vaping/snus paraphernalia ● 6 or more consequences in a day ● Extreme Rudeness to a member of staff ● Deliberate defiance ● Threatening behaviour towards another student(s) ● 2x Tier 2 detentions in a day ● Stage 3 phone offence ● Three signatures / failure to produce or lost standards card - third termly offence ● 	Silent Learning Room for the day, followed by one hour after school detention
C4+	<ul style="list-style-type: none"> ● Poor behaviour during C4 isolation ● Persistent bullying ● Fighting - 1st offence (usually dealt with through C4+) ● Theft - 1st offence ● Vandalism - 1st offence (including phone pouch damage) ● Intentional inappropriate use of technology ● Smoking , Vaping, use of snus ● Misuse of protected characteristics ● Leaving the school site without permission ● Stage 4 phone offence 	Silent Learning for 2 days +, parent reintegration meeting
C5	<ul style="list-style-type: none"> ● Persistent/ Repeated C4 and C4+ behaviour ● Poor behaviour during C4 and C4+ isolation ● Swearing at or about a member of staff ● Prejudicial abuse, such as: racist, sexist, homophobic abuse or harmful sexualised behaviour and language ● Persistent bullying ● Repeated deliberate defiance/gross disobedience ● Physical assault ● Persistent/repeated fighting ● Persistent/repeated theft ● Persistent/repeated vandalism (including phone pouch damage) ● Serious misuse of technology ● Bringing the school into disrepute ● Bringing an offensive weapon onto the school premises (inadvertently) ● Possession of and taking of illegal substances (including THC based products including vapes) on the school site ● Refusal to cooperate with a search for prohibited items ● Refusal to comply with a request to relinquish a phone not in a phone pouch ● Stage 5 phone offence ● 	Suspension, reintegration meeting, readmission contract signed by all parties
C6	<ul style="list-style-type: none"> ● Either persistent C5 behaviour or a very serious one-off offences 	Permanent exclusion

Please note that this grid is only designed to be a guide and is not exhaustive; all criteria are possible examples of actions / behaviours that *may* lead to the corresponding consequence.

APPENDIX IV

Support Structures

The following structures exist within the school to support students whose behaviour is causing concern. Referral to these areas of support is via the Head of Year and in all cases parental involvement is essential.

The Pastoral Curriculum

The pastoral curriculum consists of: the school's PSHE programme, tutor time and assemblies. This programme supports students' learning in a variety of essential areas.

Mentoring

Tutors, Learning Mentors and Sixth Form and KS3/4 peer mentors work within the school to support and encourage students who are not achieving their potential.

Students on the SEN Register

Students on the register are monitored by the SENCO/INCO and appropriate interventions are put in place. Where appropriate reasonable adjustments are put into place for students with SEND.

Involvement of Education Support Centres

The school works closely with Dacorum Education Support Centre (DESC). Work may involve one to one or group support, as well as alternative programmes of study at DESC's KS3 and KS4 centres.

Intervention Support

The school has a range of staff employed who can support a wide range of needs. These include therapeutic interventions, both general and focused e.g. protective behaviours, counselling, School of Hard Knocks Rugby intervention programme

Working in the Silent Learning Room

Students may be removed from some lessons to work with in the Silent Learning Room.

Student Reports

Students whose behaviour does not meet expectations may be placed on the report system as follows:

1. Tutor report / Green report

This is an initial response to support a student whose behaviour is a concern in more than one curriculum area. Parents/carers will be informed by the tutor via a telephone call that their child is going on report. The report will have clear targets that relate to reframing the behaviour that is causing concern. The report will be monitored daily by the form tutor and signed each evening by the parent/carer. A telephone review will take place at the end of the report's two-week duration. If the student has met the targets on the report and made significant progress in improving their

behaviour, the report process will terminate. In some instances, the parent/carer may be invited into school to meet with the tutor/Head of Year.

2. Head of Year report / Amber report

If the student has not met the targets on the green report, parents will be called to school to attend a meeting with the Head of Year. Targets will be looked at and a Head of Year report issued. The report will be monitored daily by the Head of Year and signed each evening by the parent. A review meeting with parents, student and Head of Year will take place at the end of the report's two-week duration. If the student has met the targets on the report and made significant progress in improving their behaviour, the report process will terminate.

3. Senior Leader report / Red report

If the student has not met the targets on the amber report parents/carers will be called to school to attend a meeting with the Head of Year and a member of the Senior Leadership Team. Targets will be looked at and a Senior Leadership Team report issued. The report will be monitored daily by a member of the Senior Leadership team and signed each evening by the parent/carer. A review meeting with parents/carers, student, Head of Year and Senior Leader will take place at the end of the report's two-week duration. If the student has met the targets on the report and made significant progress in improving their behaviour, the report process will terminate.

4. Behaviour Support Programme (BSP)

Should students fail to make significant progress in meeting behaviour targets from their red report they will be placed on a Behaviour Support Programme (BSP). This will be monitored by the Head of Year. The BSP is usually a 6 week programme, which is aimed at reframing behaviour and supporting students to be in school. Failure to make progress on a Behaviour Support Programme will lead to the student being placed on a Pastoral Support Programme

5. Pastoral Support Programme (PSP)

Should students fail to make significant progress in meeting behaviour targets they will be placed on a Pastoral Support Programme (PSP). This will be monitored by a member of the Senior Leadership Team. The PSP is a programme involving school and external agents aimed at reframing behaviour and supporting students to be in school. Failure to make progress on a Pastoral Support Programme can culminate in a managed move or permanent exclusion. Like a BSP this will usually last for a period of 6 weeks

Offsite direction

Should a student not be responding to targeted intervention and support strategies attempted, a student may be referred to offsite direction as an alternative positive behaviour strategy. As stated in *Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement Guidance for maintained schools, academies, and pupil referral units (August 2024)* "Off-site direction is when a governing board of a maintained school requires a pupil to attend another education setting to improve their behaviour. Where interventions or targeted support have not been successful in improving a pupil's behaviour, off-site direction should be used to arrange time limited placements at an alternative provision or another mainstream school." Whilst off-site direction does not require parental consent, this will be sought and obtained, wherever possible. It involves the student being dual registered for a period of time (usually between 2 and 6 weeks). The student will attend lessons and complete the curriculum provided by the hosting school (to what extent depends on contextual factors and the year group they are in). The student will be a member of the host school community and therefore will wear the given school

uniform and be bound by their behaviour policy. Attendance expectations during the period of offsite direction remain the same in terms of authorised and not authorised absence.

Managed move

As stated in *Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement Guidance for maintained schools, academies, and pupil referral units (August 2024)* "A managed move is used to initiate a process which leads to the transfer of a pupil to another mainstream school permanently. Managed moves should be voluntary and agreed with all parties involved, including the parents and the admission authority of the new school". In the event that planned internal intervention and support strategies have been implemented but these have not had the desired impact on a student's behaviour, a fresh start at a new provision may be suggested. In the event that both school and parents/carers are in agreement, an application will be made by the school to the Dacorum Inclusion Panel in which the given case for the student would be heard and next steps suggested. Parents/carers and the student in question will be invited to the panel. As part of this process it may be confirmed that a managed move is to take place allowing the student to have a fresh start at another provision.

APPENDIX V

Specific rules communicated to all students

Our rules and the consequences for breaking them are summarised, discussed and reinforced in tutor groups at the start of each year and at assemblies, as appropriate. The following list gives more information about some of the rules we regularly reinforce. When rules are broken students receive a sanction in line with our consequences system.

Standards cards

All students should have a 'standards card' in their possession at all times. In the event that a student does not comply with uniform regulations, corridor conduct or punctuality to lessons then this card will be signed by a staff member. In the event that they get 3 signatures, lose the standard card or fail to produce one when asked during a term then this will result in a tier 2 C3 detention in the first instance.. Should this occur a second time within a term then a C3+ will be awarded. If this occurs a third time a C4 consequence will be issued. Further discretions occurring within a term will likely involve an escalation of consequence.

Uniform and appearance (Please read in conjunction with the schools' uniform policy):

Students are expected to wear the correct uniform at all times (other than specified non-school uniform days) while:

- On the school premises
- Travelling to and from school
- At out-of-school events or on trips that are organised by the school, or where they are representing the school (if required)
- Students are also expected to contact Mrs T Kirk, Deputy Headteacher, if they want to request an amendment to the uniform policy in relation to their protected characteristics or medical needs.
- Should students attend school wearing incorrect uniform (e.g a hooded jumper), they will be expected to remove the item. These items may be confiscated.
- Students who wear incorrect uniform items will be lent the correct uniform to wear (where applicable) and will be given a C3 Tier 1 detention for "incorrect uniform".

- Should the loaned item not be returned within 24 hours then a further C3 Tier 1 detention will be set for failure to return uniform

Parents and carers are expected to make sure their child has the correct uniform and PE kit, and that every item is clean, clearly labelled with the child's name, in good condition. In the event that incorrect uniform is worn by a student then parents/carers may be asked to collect it. If students attend school in non uniform then they will be asked to wear the correct uniform item on loan for that day. Should this not be returned in a timely manner then parents/carers will be charged for this.

Staff will closely monitor students to make sure they are wearing the correct uniform. In the event that students are wearing their uniform incorrectly for the below items students will have their Standards Cards signed (please see above for the escalation process). In the event that they gain 3 signatures these will result in a C3 tier 2 detention and will also mean that they will need to gain a replacement card for the term. The items that students will receive a Standards Card signature for are:

- Tie
- Skirt/trousers
- Shirt (including top button)
- Blazer
- Shoes/Socks
- Coat/Wrong jumper (round neck jumpers are not permitted)
- Make-up (including nail varnish)
- Jewellery infringement - jewellery will be confiscated and placed at student reception for collection at the end of the day

Gel style/false nails, false eyelashes and shaved eyebrows will result in a C3 tier 1 detention.

Staff will give any students and families breaching the uniform policy the opportunity to comply, but will follow up with a member of the school's leadership team if the situation does not improve. Should there be persistent non-compliance of the schools uniform policy this will result in a C4 for deliberate defiance.

In cases where it is suspected that financial hardship has resulted in a student not complying with this uniform policy, staff will take a mindful and considerate approach to resolving the situation.

Parents/carers are expected to contact Mrs T Kirk, Deputy Headteacher if they want to request an amendment to the uniform policy in relation to:

- Their child's protected characteristics
- The cost of the uniform
- Medical needs (In most cases, evidence of this medical need and suggested adjustment will be required)

Parents/carers are expected to lodge any complaints or objections relating to the school uniform in a timely and reasonable manner. Disputes about school uniform will be dealt with in accordance with our school's complaints policy. The school will work closely with parents/carers to arrive at a mutually acceptable outcome

Inappropriate language

Any student heard swearing will be reprimanded by the teacher at the time and will result in a C3 detention. Verbal abuse towards other people is not acceptable and will be dealt with via our consequences system.

Damage to property

The teacher at the scene should assess if the act was accidental or deliberate. Reckless or deliberate damage will be punished. Damage should be dealt with by the Head of Faculty in charge of that teaching area. If damage occurs outside of faculty areas this will be dealt with by the Head of Year. Students will be billed for any subsequent costs incurred for replacement or repair.

Out of bounds

Students are expected to be in designated areas at break times and before and after school. Clear guides to the exact areas forbidden are displayed around the school:

- car parks
- in classrooms at break/lunch unless permission is given by a member of staff / wet break
- chapel and surrounding steps
- the area behind the ATC hut and around the school lodges
- the Astro, unless permission from a member of staff has been given
- all roof spaces, windows and fire escapes
- any area where building work is taking place
- the school field when weather conditions prevent these from being available for use
- unallocated toilet areas - during lunch and break year groups have allocated toilets
- school field areas - unless permitted as per lunchtime protocol
- Corridor areas which students have no reason to access

Misuse of computer equipment

The school has a clear policy on misuse of computer equipment. Misconduct in this area such as (hacking) or improper use of the internet can result in loss of privileges and will be dealt with via our consequences system according to the severity of the incident. The distinction between misuse of technology and serious misuse of technology will depend on the nature of the incident and each case will be assessed individually.

Inappropriate conduct to other students

This includes bullying (physical or verbal), including racial, cultural, gender, disability or relating to sexual orientation. Any bullying or harassment will not be tolerated and is always serious.

Unacceptable behaviours are detailed in the school bullying policy.

If a student is harassed physically or verbally within the school they should bring this to the attention of a member of staff so the appropriate action can be taken. Using retaliation to deal with the matter may lead to a consequence to both parties involved. Students who observe this type of behaviour occurring should also report this to a member of staff.

Inappropriate conduct to a member of staff

Abusive language/rudeness or defiance towards a member of staff is very unusual and very serious. Students defying a member of staff or using foul language to a member of staff can expect to face serious sanctions up to and including permanent exclusion from school. Threatening, aggressive or damaging conduct, or repeated misconduct of this sort would be aggravating factors.

Violent conduct towards staff, harassment of a member of staff or their property or family of any sorts, including beyond the bound of the school day or term would be a very serious offence and is likely to result in permanent exclusion from school.

Theft

All cases involving theft including taking property without permission will be investigated by a senior member of staff. Each case will be taken on its merits and the school may look to permanently exclude for theft. The Police may be informed. To avoid difficulties no article may be bought or sold nor should any collection of money take place in school.

Alcohol- & drug-related offences

All instances suspected to involve alcohol, drugs or substance abuse will be dealt with as described in the Substance Abuse policy. When a substance is not illegal but thought to be a danger to the individual or others, confiscation will be followed by some form of sanction. In cases where illegal substances are involved the Police may be informed. Consuming an illegal substance while under school jurisdiction, or purchasing such a substance, or being under the influence of such a substance are all serious offences.

Energy drinks such as “Red Bull”, “Monster”, “Rock Star” and supermarket chain equivalents are not to be brought on to the school site and are considered a banned substance. The same applies to any items that contain tetrahydrocannabinol (THC) and cannabidiol (CHD). Consequences will be issued in the event that possession of or use of these occur.

Any involvement in supply of illegal substances is extremely serious and is likely to lead to permanent exclusion. This would not necessarily be restricted to the sale of drugs to others. Sharing an illegal substance or making an arrangement to sell a substance off the school premises, or intent to supply are also both illegal and of utmost seriousness and may lead to permanent exclusion.

Smoking/vaping

Smoking/vaping is not allowed on the school site, when travelling to and from school or when in school uniform off-site. Students who are caught smoking/vaping will be issued a C4+ Those caught in the possession of smoking/vaping paraphernalia, will be placed in C4 on their first offence. Students who are caught with smokers/vapers will be placed in a C3+ detention.

Possession or use of an offensive weapon

An offensive weapon is anything which can be used as a weapon or to intimidate others. This includes replica items. Items within the category of weapons would include knives and blades of any length, catapults, any items capable of firing a projectile, fireworks, laser pens and any noxious substances such as are inappropriate within the school confines. The weapon will be confiscated and a decision made regarding contacting the police and its return. The student will be given some form of sanction, which will depend on the degree to which the item was used to cause alarm or harm to others; the degree to which the student carrying such a weapon intended to use it to cause harm or alarm to others; and the potential for the item to cause harm and alarm to others. Bringing dangerous weapons onto school premises, such as knives and blades, is likely to lead to a serious consequence, for which this could be permanent exclusion. Laser light pens are potentially highly dangerous, even if students have no intent to use them in an offensive way. Possession by students or use on school premises is very serious and will lead to a consequence.

Possession of other offensive items

Possession of pornography, racist or inflammatory literature or ephemera, is forbidden and the consequence will depend on the degree to which the misconduct would cause real or potential harm. Suspension or permanent exclusion will apply in aggravated cases where the conduct was repeated.

Obstruction of investigations

If serious misconduct has occurred, students are expected to be helpful to staff investigating. Students who wilfully conceal important information will face a consequence. The level of cooperation offered by a student facing an investigation will be taken into account in determining the severity of sanctions imposed.

Improper conduct

Sexual activity between students is not appropriate in an educational environment. Where such activity involves coercion, harassment, assault, violence or duress it will be treated as an issue of utmost seriousness; this may involve police action, referrals or contact with children's services and sanctions up to and including permanent exclusion from school. However, even where contact between students is consenting, sanctions may be set where behaviour goes beyond what the school views as normal affectionate behaviour for that age. The school will follow guidance from "Keeping Children Safe in Education 2024", with particular reference to "Part Five: Child on child sexual violence and sexual harassment."

Malicious allegations

In the event that malicious allegations are made by students against other students or staff then these incidents will be looked at on an individual basis and sanctioned as deemed necessary.

Online conduct and safety

'Behaviour in schools: advice for headteachers and school staff' (2024) states that "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. Schools should have the confidence to sanction 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. "

The school promotes positive online conduct through various avenues including sessions carried out in PSHE, Tutor time, assemblies and Computer Science lessons in order to ensure that all members of the school community are treated with kindness, respect and dignity.

Due to the complexity of online issues that can have issues with regards to being able to accurately identify the online behaviour of students with the ICT accessibility schools have, the school may involve the police in order to support investigations and to ascertain next steps. In these instances the behaviour policy may be applied as per the previously detailed consequence grid.

In the event that an incident involves the creating, viewing or sharing of nude or semi-nude images and/or videos then as per "Keeping Children Safe in Education, Part Five: Child on child sexual violence and sexual harassment."

Mobile Phone Expectations (including smartwatches)

Students in Years 7 - 11 will be issued a personal lockable phone pouch. While the lockable phone pouch is school property, it is each student's responsibility to bring their pouch to school every day, keep it in good working condition, and lock their phone in the pouch before stepping onto the school site. If a student forgets their pouch, they will be expected to leave their phone in a named envelope in reception for collection at the end of the day. This must be done upon immediate arrival at school. Phones must remain locked away in the lockable phone pouch issued by the school while on the

school site and can only be reopened using the unlocking devices situated at the exits at the end of the school day. If a student arrives late, the expectation is the same: their phone must be locked in the lockable phone pouch before stepping onto the school site. If a student has to leave early, they will need to unlock their pouch at the school exits before departure.

In the event that a student loses their pouch then it will be the parent/carer's responsibility to replace this. If a student purposely damages their lockable phone pouch, this will be considered vandalism and treated accordingly. Parents will be expected to cover the cost of replacing the pouch. Examples of intentional damage include:

- Ripped fabric
- Cuts or tears
- Bent or damaged locking mechanisms
- Signs of force (including attempts to open)

If a student does not bring a phone onto the school site then they will not be required to have their phone pouch with them. However, any phone found outside of a lockable phone pouch is considered a prohibited item. The consequence for having a phone outside of a pouch will result in a consequence as outlined in the table detailed below. The phone will be confiscated (including SIM card) and returned through a tariffed system, with the length of confiscation depending on how many times this behaviour has previously occurred. This policy also applies to any paired devices or smart technology e.g. smart watches (any of these items should also be placed into the lockable phone pouch). Please note that phone use includes utilising bluetooth connection via headphones when a phone is in a pouch anywhere on the premises. Please note that the school has the right to instruct students that they are not allowed to bring phones onto the school site.

First Stage	Phone confiscated. Students can collect from reception at the end of the day. C3 issued (1 hour)
Second Stage	Phone confiscated. Parent/Carers must collect from reception at the end of the day. C3+ issued
Third Stage	Phone confiscated for 1 week. Parent/Carer must collect from a member of SLT. C4 issued (full school day and C3) *
Fourth Stage	Phone confiscated for 3 weeks. Parent/Carer must collect from a member of SLT. C4+ issued *
Fifth Stage	Phone confiscated for a half-term (6-8 weeks). Parent/carer must collect from a Deputy Headteacher - Complete Phone Ban Issued (meaning the student will not be allowed to bring a mobile phone onto the school site). C5 suspension issued

** Stages 3 and 4 will involve a two hour session where students will read, carry out tasks and conduct research on the potential detrimental effects of excessive mobile phone usage.*

Refusing to hand the phone over or refusal of a search will be a C5 consequence (as a prohibited item if a student is thought to be in possession of a phone a search will be carried out unless the phone is handed over). The phone will then need to be handed over in the reintegration meeting to school staff and kept for the relevant time frame as applicable above.

Please note that the lockable phone pouch will be expected to be returned to the school upon permanently leaving Ashlyns as it is school property. Failure to carry this out will result in privileges being removed such as non admittance to the Year 11 prom and repaying the cost of the pouch.

Students in the Sixth Form will not be issued with pouches. However, they will only be able to use their phones during break and lunch times and only in designated sixth form areas of the school. These are:

- Inside the 6th form cafe (not the outside canopy area)
- The first floor 6th form study area

They will be able to use headphones or earpods with their work devices. Failure to comply with these expectations will result in the consequences being applied as detailed in the above table.

Artificial Intelligence

Artificial Intelligence Generative artificial intelligence (AI) tools are now widespread and easy to access. Staff, pupils and parents/carers may be familiar with generative chatbots such as ChatGPT and Google Gemini.

Ashlyns School recognises that AI has many uses to help pupils learn, but may also have the potential to be used in a negative way. For example, in the form of 'deepfakes', where AI is used to create images, audio or video hoaxes that look real. This includes deepfake pornography: pornographic content created using AI to include someone's likeness. 8 Ashlyns School will treat any use of AI to bully pupils very seriously, in line with our anti-bullying and behaviour policy.

Staff should be aware of the risks of using AI tools whilst they are still being developed and where existing AI tools are used in cases which may pose a risk to all individuals that may be affected by it, including, but not limited to, pupils and staff.

APPENDIX VI

PROTOCOL FOR INVOLVING/INFORMING THE POLICE OF BEHAVIOURAL EVENTS IN SCHOOL

In all cases the police will usually be informed when the school is made aware of a criminal act outside school. All information will be passed to the police.

For criminal events within school we will consider the nature of the event as to whether we inform the police. Typically the police will be informed of the incident if this is a significant and serious criminal event.

For less significant criminal events the school will use its discretion as to whether or not to inform the police.

Criminal events include:

- carrying an offensive weapon (police definition of size and rigidity of knife)
- theft
- criminal damage (include graffiti and vandalism)
- drugs (possession and supply)
- assault (peers/adults)
- sexual abuse/harassment

- serious misuse of technology

APPENDIX VII

PROTOCOL FOR INTERVIEWING STUDENTS WHERE REQUIRED

1. At initial contact in an investigation, it is acceptable for one member of staff to conduct the interview.
2. If during the course of the interview there is a possibility of exclusion/suspension two members of staff will usually be present (one of whom should be SLT, Head of Year or Head of Faculty/Department).
3. During an investigation in which two members of staff are present, one will usually question and the other usually take notes.
4. Any notes taken at the interview should include:
 - the date and times of all interviews
 - those present in the interview
 - reported speech, not inference (although notes can be made relating to the conduct of the student, such as gestures that are made or refusal to respond to direct questions)
5. Any investigation leading to suspension should allow the student the opportunity to make a written statement which is signed by the student; in situations where this is considered unnecessary or unobtainable, the student should be allowed the opportunity for written reflection following the return-from-suspension meeting.
6. The statement can be in free prose or a written response in reply to specific questions. It may be appropriate for the student to dictate a statement to a member of staff, in which case the dictated statement should be read back to the student before it is signed and dated, and should be witnessed by a member of staff.
7. When statements are provided as a reply to specific questions then the student should have an opportunity to add further information.

Student Statements

All witness statements would normally remain anonymous. This is in order to protect the witnesses from internal and also external acts of violence or threats of intimidation.

The investigators and Headteacher may consider an exception to this where the witness statement makes a serious allegation regarding the student under investigation.

APPENDIX VIII

RESTRAINT AND SEARCH PROTOCOL

Use of Reasonable Force

Reasonable force can 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. Staff cannot use force as a punishment – it is always unlawful to use force as a punishment. School staff have a legal power to use force and lawful use of the power will provide a defence to any related criminal prosecution or other legal action. Staff should not therefore hesitate to act in an emergency, provided they follow these guidelines. Staff have a legal obligation to safeguard the welfare of students in their care. Specific details, including risk evaluation, methods of handling and recording of incidents, are in DfE guidelines.

All instances in which restraint is used are logged as part of record keeping for the school.

Power to search without consent

Search without consent can take place without consent where there are reasonable grounds to suspect the possession of a prohibited item. Prohibited items include:

- knives or weapons
- tobacco or smoking (and vaping) paraphernalia
- alcohol
- illegal drugs
- suspected stolen items
- pornographic images (of any kind, eg tabloid topless pictures and 'lads' mags' as well as extreme adult material)
- fireworks
- anything that has been, or is likely to be, used to cause injury or commit an offence
- anything banned in the school rules
- deodorant aerosols
- mobile phones (including the sim card)
- smartwatches
- Non V neck black sweatshirts or hooded jumpers

Members of staff who are authorised to search include:

- SLT
- Heads of Year
- Other staff trained to carry out searches

In advance of the search the student will be told why the search is taking place

As well as the searcher, one other member of staff must be present at the search of a student. One of the staff members present should be of the same gender as the student being searched. The search can take place on school premises or on a school visit. The searcher can require the student to remove outer clothing. It may be deemed necessary to use a metal detector wand during a search. In the event a student fails to comply with the search they will be sanctioned as per the consequence system. Any banned items found will be confiscated and consequences issued as appropriate.

Where a search takes place the following information will be recorded on the schools safeguarding database with the following details:

- the date, time and location of the search;
- which pupil was searched;
- who conducted the search and any other adults or pupils present;
- what was being searched for;
- the reason for searching;
- what items, if any, were found;
- what follow-up action was taken as a consequence of the search

Parents will be informed in the event of a search occurring. In the event that a consequence is issued as part of this then this will also be communicated.



Dacorum Schools Behaviour Charter



Vision Statement:

All Dacorum schools will promote a fair and kind approach to behaviour so that every pupil feels happy, safe, and ready to learn. This ensures smooth transitions from primary to secondary school as well as supporting success at every stage of their education.

Dacorum Schools Behaviour Charter

We are a group of schools in Dacorum. We believe every child deserves the right to a high-quality education. To make this happen, schools, families and pupils must work together.

We believe that:

- Every pupil has the right to be safe in school.
- Every pupil should be welcomed, included, and be part of their school community.
- Every pupil should arrive on time and attend regularly.
- Every pupil should have the chance to learn and do well.

To achieve this, the Charter expects that:

- Everyone knows and follows the schools Behaviour Policy.
- Pupils, parents, and staff are kind, respectful and patient.
- Pupils approach each day positively and take responsibility for what they do.
- When things go wrong, pupils and schools respond with reflection, honesty, and with a desire to make a positive change.
- Pupils arrive to school and lessons on time, equipped and ready to learn.
- Pupils wear the correct uniform and wear it properly.
- Mobile phones are not to be seen or heard on the school site, in line with the school's policy.
- Learning devices are to be used responsibly, in line with the school's policy.
- Parents support their child and work with the school to follow this Behaviour Charter.

Our Shared Commitment

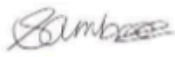
All Dacorum schools signing this Charter will work together to make sure every child has a calm, safe, and caring place to learn.

We expect everyone to follow the school's Behaviour Policy and make sensible choices. If pupils do not follow these expectations, staff will respond in a fair and respectful way to help them understand and improve their behaviour.

Examples of unacceptable behaviour may include, though are not limited to:

- Speaking or acting in a disrespectful way.
- Missing school or lessons without permission or good reason.
- Distracting others during lessons preventing both teaching and learning from taking place.
- Being unkind threatening or violent.
- Bullying of any kind.
- Vaping, smoking, alcohol and drugs.
- Bringing weapons and any other banned items on to school site.

In addition, all staff have the right to work in a safe and respectful environment. If pupils or parents behave in a disrespectful or unkind way, the school will take it seriously and respond accordingly. Each Dacorum school has its own Behaviour Policy aligned with this Charter, which all members of the school community are expected to follow. While approaches may differ, we share a commitment to promoting positive behaviour through support, consistency, and high expectations. Together—schools, families, and pupils— we aim to secure strong outcomes and help young people grow into confident, responsible, and successful individuals.

			
	Mr P Neves John F Kennedy Catholic School	Mr N Hassell The Hemel Hempstead School	Ms D Mason The Adeyfield Academy
Mr			
	Fisher Kings Langley School	Mrs S Ambrose Tring School	Mr T Orchard Roman Fields
			
	Astley Cooper School	Mrs R Georgiades Longdean School	Mrs C Winter and Ms N Walker DESC
			
	Mr J Shapland Ashlyns School	Miss J Witter The Collett School	Ms R Jacobs Laureate Academy

