

Student Behaviour and Discipline Policy (Including the Positive Handling Policy)

Highlighted sections denote changes to policy

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Author: C Hendry, Assistant Head Enrichment and Empowerment
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Federation Principles

The governing body believes that in order to enable effective teaching and learning to take place good behaviour in all aspects of school life is necessary. It seeks to create a caring, learning environment in the college by:

- Promoting good behaviour and discipline.
- Promoting self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect.
- Ensuring fairness of treatment for all.
- Encouraging consistency of response to both positive and negative behaviour.
- Promoting early intervention.
- Providing a safe environment free from disruption, violence, bullying and any other form of harassment.
- Encouraging a positive relationship with parents and carers to develop a shared approach to involve them in the implementation of the college's policy and associated procedures.

This policy aims not only to promote a set of values for the federation but hopes that the students within the federation will take those values into the community when they leave.

Roles and Responsibilities

The Governing Body will establish, in conjunction with the Head Teacher, staff and parents, the policy for the promotion of good behaviour and keep it under review. It will ensure that it is communicated to students and parents, is non-discriminatory and the expectations are clear.

The Head Teacher will be responsible for the implementation and the day to day management of the policy and procedures. Support for staff faced with challenging behaviour is also the responsibility of the Head Teacher and the SLT.

Staff, including teachers, support staff and volunteers, will be responsible for ensuring that the policy and procedures are followed and are consistently and fairly applied. Staff will employ effective de-escalation strategies to support students in improving behaviour these strategies will include:

- Try to re-direct behaviour
- Give eye contact use non-verbal signals
- Use physical proximity
- Give verbal prompts and use praise/positive language
- Remind
- Warn

Mutual support amongst all staff for the implementation of the policy is essential. Staff members have a key role in advising the Head Teacher on the effectiveness of the policy and procedures. They also have

responsibility, with the support of the Head Teacher, for creating a high quality learning environment, teaching good behaviour and implementing the agreed policy and procedures consistently.

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

Parents and carers will be expected to take responsibility for the behaviour of their child both inside and outside **school grounds**. They will be encouraged to work in partnership with the **federation** to assist in maintaining the high standards of behaviour and will have the opportunity to raise with the **federation** any issues arising from the operation of the policy.

Students will be expected to take responsibility for their own behaviour and be made fully aware of the **federation** policy, procedure and expectations. Students also have a responsibility to ensure that incidents of disruption, violence, bullying and any form of harassment are reported.

Aylestone Business and Enterprise College

Values

An orderly environment is most important for colleges but we hope to do more than just maintain order. We promote as an important part of our work the spiritual, moral, social and cultural development of the children in our care. Aylestone Business and Enterprise College therefore can play an important part in providing students with a set of values. These values include:

Respect	Hard Work	Pride	Confidence
Humour	Perseverance	Honesty	Fairness

Code of Conduct

In pursuit of the values outlined above the school has a recognised set of rights and expectations to promote good behaviour. This code of conduct will be in the staff handbook and are displayed in teaching areas and in communal areas around the school. At regular intervals or as the need arises, the attention of staff and students is drawn to this code of conduct. It is reviewed each year and alterations made as necessary.

- Students and staff recognise that by working together they can achieve most.
- The excellent behaviour shown by the vast majority of students will be rewarded.
- Poor behaviour will be sanctioned.

Rights

Students have a right to learn
Teachers have a right to teach
Everyone has a right to be treated with respect and feel safe

What staff expect from students <ul style="list-style-type: none">• To be polite• To listen well• To try your best at all times	What students expect from staff <ul style="list-style-type: none">• To be polite and listen well• To try their best at all times• To recognise good work and behaviour and deal with bad behaviour
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What is expected of students in the classroom	What is expected of students around the college
<ul style="list-style-type: none"> • Follow all instructions • Produce your best work • Be on time for lessons with all the required equipment • Let others work without interruption 	<ul style="list-style-type: none"> • Move around the buildings in an orderly manner • Be in the right place at the right time • Follow adults' instructions immediately • Treat the environment with respect

Rewards and Sanctions

A new reward and sanction system was implemented in September 2008 and is running but under constant review. An audit was undertaken in May 2009, May 2010, May 2011, June 2012, June 2013 and then again in June 2014. See attached [STARs reward poster](#) and the [Behaviour Consequence Poster](#).

The Consequence System

In accordance with the values, responsibilities and behaviour expectations of the college, a structured behaviour code will be implemented in the case of unacceptable behaviour. The college consequence system (see below) is based around a sequential approach based on the severity of the incident.

The Aylestone behaviour code is based on choice, certainty, consistency and consequences. Responsibility for each level needs to be made very clear in order to enable any system to be effective. Failure to comply with consequences at one level may result in the consequence for the next level being applied.

- C1 A private detention served at break time, lunchtime or after school for a maximum of 20 minutes
- C2 A faculty detention led and monitored by the Head of Faculty at lunchtime or after college for a maximum of 30 minutes
- C3 A college detention lead by an Achievement Coordinator, Head of Faculty or member of the SLT, held for a maximum of 60 minutes after school (with a letter posted home) or at lunchtime, at the discretion of the college(no prior notice required).
- C4 A day booked in to the Inclusion unit or a Headteacher detention. All referrals to the Inclusion unit are done via the Assistant Head for Behaviour.
- C5 Up to 3 days in the Inclusion unit or a fixed-term exclusion. To be decided by the Head Teacher and must be followed up with a reintegration meeting with the student, parent and Achievement Coordinator or member of the SLT.

Note

The behaviour and discipline policy applies to student's behaviour inside/outside college and on transport to and from college. The college has a legal right to punish students for inappropriate behavior in these environments.

Tracking

Behaviour tracking will take place on a regular basis. It will take the following three pathways:

1. SLT Analysis

Regular reports will be produced and presented to the SLT to enable patterns and trends to be investigated and acted upon. Specific areas for investigation will include:
Incident type, staffing, subject and year group.

2. Subject specific tracking

Daily reports will be produced relating to student behaviour and given to the Head of Faculty for analysis and action. These, along with any concerns raised in T+L meetings will form the basis of discussions with link SLT and departmental discussions at departmental/faculty meetings.

3. Pastoral/student tracking

Daily reports will be produced for Achievement Coordinators. They will monitor these, advise Form Tutors and liaise with Senior Leaders as appropriate. Achievement Coordinators will use the behaviour tracking system to develop individual action plans for students. In addition, Form Tutors will utilize the tracking systems to ensure that individuals make the most of their skills and talents.

Withington Primary School

The behaviour policy needs to be consistently applied by all adults (and children)

- The behaviour we model as adults is crucial
- All incidents should be dealt with in a calm and considered manner by the adult
- The focus of our policy is on making an informed choice with appropriate and agreed consequences for each choice. Appropriate behaviour is always encouraged and valued and where a poor choice has been made an opportunity for resolution will always be given at an appropriate time, i.e. the teaching and rewarding of good choices is a school priority.
- Opportunities to reinforce appropriate behaviour choices are given throughout every minute of every working day. There are also planned opportunities for reflection on behaviour timetabled into the school term such as the activities associated with the SEAL materials including assemblies and circle time.
- Our behaviour policy is underpinned by the following 'Golden Rules' which have been newly devised by the children in assembly time, underpin the culture of our school. They are prominently displayed and are at the heart of our day to day interactions:

Golden Rules for Moral Values

- Be Patient and respectful
- Work together as a team
- Look after other people, everyone's property and share.
- Be honest
- Work hard and never give up

Rewards

- (1) Housepoints awarded to children then collected and amounts presented in special assemblies on Fridays.
- (2) Zone board leading to raffle ticket for draw in special assemblies on Fridays.
- (3) Golden time for EYFS and KS1 children. Children can earn this time throughout the week for good behaviour
- (4) Adult time/attention displayed through a variety of ways including:
 - proximity,
 - smile,

- thumbs up,
 - verbal comment/praise/acknowledgement of positive behaviour
 - informing other adults (including parents) of the child's positive behaviour
 - Stickers
 - Sending the child to another adult , including the Head of learning, to acknowledge the child's positive efforts
- (3) Children given opportunities to acknowledge either own positive behaviour or that displayed by peers during regular circle time.
- (4) Positive classroom reward systems at the discretion of the class teacher e.g. Marbles in jar, table points leading to certificates, pupil of week.
- (5) 'Stars of the week'-One child from each class selected by class teacher for a positive contribution to the life of the school. This includes 'good behaviour' and good work. The child's name is listed in the 'Withington Stars Book' together with the reason for their selection. Certificates are awarded in a weekly assembly and these are displayed prominently in the entrance hall.
- (6) Byworth Trust Reward-Once a term each teacher picks one child from their class who have made a significant contribution to the life of the school. This again can include positive behaviour.

Whenever possible when a reward is given the child should be made aware of the reasons for receiving the award, usually by the adult or another stating the 'Golden Rule' they have displayed.

Sanctions

Clear negotiated sanctions are an essential requisite of positive classroom management.

- The sanctions give strength to the importance of the 'Golden Rules'.
- They provide secure school boundaries for everyone, especially children who recognize that the boundaries are not vulnerable to their own power or the personal moods of the adult.

Agreed sanctions/methods of redirecting towards a positive choice of behaviour used at Withington Primary School:

- (1) A 'look' given in the direction of the offender.
- (2) Adult proximity or a gentle touch on the shoulder.
- (3) A verbal redirection given in a friendly/positive manner, stating the positive behaviour choice expected or the consequence of a poor choice being movement down the zone board
- (4) Movement down the zone board
- (5) Time out warning
- (6) If the child continues to choose to break a Golden Rule after receiving the verbal warning they receive '**Time Out**'-This consists of movement away from their place of work to another area of the classroom away from other children to continue working/reflect on their choice for a short period of time e.g. 5 minutes, but at the teachers discretion. The opportunity should always be given for the child to re-join the rest of the class after an appropriate time, restating the positive behaviour choice expected.
- (7) If a child continues to make negative choices after or during an initial 'time out' they choose to lose 5 minutes of the 'Golden Time' reward in EYFS or KS1, or a break time or privilege (such as a forthcoming trip) for KS2.
- (8) If further incidents occur with the same child in the same teaching session then time out of the classroom with other adult supervision is the resulting sanction, together with a further 5 minutes lost from 'Golden time', break or privilege. In practice this means sending the child to

another classroom with both another child and a note to explain the situation or the adult explains the situation quietly in person to the receiving adult. During this second time out period the child should work in isolation and no undue attention given. An opportunity for the child and their normal class teacher to reflect on and discuss the situation should always be given at a time as soon as possible after the conclusion of the teaching session. The discussion should centre around the need to make positive choices in the future, and the consequences of the negative choices made in the session. The child's parent will be informed and asked to come into school to discuss the child's behaviour.

Severe Behaviour Incidents (inside school building)

If severe incidents occur (such as a fight, racist name calling etc) then many of the lower level sanctions should be bypassed and the safety of the children should be paramount. The supervising adult should quickly act to reduce the possibility of harm to the majority of the children, the offending children and of course the adults.

The children involved in the severe incident should be withdrawn from the situation (usually from the classroom) as soon as possible with the supervision of another adult. (This could include initially another adult than the class teacher such as a Teaching assistant) whilst the head of learning (or teacher in charge in the head's absence), is sent for. Sanctions to possibly include-time out of the classroom for the remainder of the day or as seen appropriate by the head of learning/teacher in charge (e.g. possible withdrawal of privileges such as representing the school at sporting/out of school events etc), contact with child's parents, noting the behaviour in the school log of serious incidents to be reported to the Local Authority and school governors and possible steps taken towards temporary or permanent exclusion in accordance with LA guidelines.

Lunchtime/Breaktime incidents

As with incidents occurring inside the school the safety of the majority of the children is paramount. With minor incidents a 'look' or positive verbal redirection may all be that is needed. For slightly more serious incidents or persistent offenders a brief 'time out' is required, e.g. 5 minutes standing quietly by the fence near to the 'Cosy Cabin' or accompanying the adult directly on the playground. At the conclusion of the 5 minutes, an opportunity for the child to reflect on their behaviour choice be given and if ready they can then re-join the rest of the children.

For more serious incidents (or a subsequent offence by the same child in the same break time) the child should be sent into school with a PAL or other responsible child where they will report to the Head of learning or teacher in charge to be dealt with appropriately.

Children 'Beyond'

Children who consistently lose Special time, break time or have privileges taken away, will need to have a meeting with their parents/carers, class teacher and head of learning. Here other sanctions are discussed. (see disciplinary policy)

Federation Training

The Governing Body will ensure that appropriate high quality training on all aspects of behaviour management is provided to support the implementation of the policy.

Links with other policies

In order for the behaviour policy to be effective a clear relationship is established with the other **federation** policies, particularly equal opportunities, special needs, anti-bullying.

Involvement with outside agencies

The federation works positively with outside agencies. It seeks appropriate support from them to ensure that the needs of all the students are met by utilising the range of external support available.

Review

The Head Teacher, in consultation with the whole federation community, will undertake systematic monitoring and conduct regular reviews of the behaviour management policy and procedures in order to evaluate them to ensure that the operation is effective, fair, and consistent. The Head Teacher will keep the Governing Body informed.

The Governing Body will regularly review this policy and associated procedures to ensure its continuing appropriateness and effectiveness. The review will take place in consultation with all members of the federation community. The outcome of the review will be communicated to all those involved, as appropriate.

Positive Handling Policy

Introduction

Aylestone Business and Enterprise College and Withington Primary School recognize that there is a need, reflected in common law, to intervene when there is an obvious risk to safety to its students, staff and property. We are committed to ensuring that all staff members and adults with responsibility for students' safety and welfare will deal professionally with all incidents involving aggressive or reckless behaviour, **and only use positive handling as a last resort** in line with Department of Education advice. If used at all, it will be in the context of a respectful, supportive relationship with the student. We will always aim to ensure minimal risk of injury to students and staff.

This policy must be read and implemented in conjunction with the whole federation behaviour policy and approach to behaviour management.

The Education Act 1996 (Section 551A) states that it is lawful for teachers and other authorized staff to use reasonable force to prevent a pupil from committing an offence, causing injury or damage or disrupting the good order and discipline of the federation. Teachers are not contractually obliged to carry out restraint procedures and they are not contractually obliged to undertake training in any restraint procedures. This policy applies to all staff who have been trained in Team-Teach positive handling techniques and are authorized to use positive handling.

All staff authorized to positively handle children and young people must be aware that they must not:

- Use corporal punishment
- Use pain to gain compliance
- Deprive the person of food or drink
- Require the person to wear inappropriate clothes
- Humiliate/degrade the student

Our approach to best practice

The best practice regarding positive handling outlined below should be considered alongside other relevant policies in the federation, specifically those safeguarding policies involving behaviour, bullying, child protection and health and safety. In line with Education Act 1996 (Section 550A) in the following situations, staff must judge whether or not positive handling would be reasonable or appropriate:

- Risk to the safety of staff, students or visitors, or;
- Where there is a risk of serious damage to property, or;
- Where a student's behaviour is seriously prejudicial to good order and discipline, or;
- Where a student is committing a criminal offence.

This judgement will take into account the circumstances of the incident. All staff should be aware that the use of positive handling in response to a clear or developing danger of injury will always be used to manage behaviour positively to prevent a deterioration of the situation.

Staff will view positive handling of students as a **last resort for the purposes of maintaining a safe environment**. If students are behaving disruptively or anti-socially, every strategy will be used to manage behaviour positively to prevent a deterioration of the situation.

Staff will understand the importance of listening to and respecting students to create an environment that is calm and supportive especially when dealing with students who may have emotional and behavioural needs, which may increase their aggression.

All staff will understand the importance of responding to the feelings of the student, which lie beneath the behaviour as well as to the behaviour itself.

Practice regarding specific incidents

The physical action taken will take into consideration the age and competence of the student and will be the least detrimental alternative.

Staff intervening with students will seek assistance from other members of staff as early as possible, since single-handed intervention increases the risk of injury to both parties and does not provide a witness.

A member of staff recognizing that a situation is escalating to a point demanding positive handling yet feeling unable to carry this out must, as part of their duty of care, clearly tell the student(s) to stop the behaviour and seek help by any means available.

Staff who become aware that another member of staff is intervening physically with a student will have a responsibility to provide a presence and to offer support and assistance should this be required.

Where possible, staff members who have not been involved in the initial confrontation leading up to an incident may be in a better position to intervene or restrain the student if this proves necessary.

A student's behaviour may be adversely affected by the presence of an audience. Wherever possible, the audience will be removed or if this is not possible, the student and member(s) of staff will withdraw to a quiet but not completely private place (e.g. two members of staff should be present or a door left open so that others are aware of the situation).

Staff will be aware of the need to tell the student being restrained, in a calm and gentle manner, the reason for the intervention is to keep the student and others safe. Staff will explain that as soon as the student calms down, she/he will be released.

The force used will be commensurate with the risk to be prevented.

Positive Handling

Examples of situations where positive handling may be appropriate include:

- Student attacks member of staff or another pupil.
- Students are fighting.
- Students are engaging in or on the verge of committing deliberate damage or vandalism to property.
- Student is causing or at risk of causing injury or damage by accident, rough play, or misuse of dangerous materials or objects.
- Student absconds from college or room (this **only** applies if student could be at risk if not kept in college or a room).
- A student persistently refusing to leave a classroom.
- A student behaving such that the lesson is being seriously disrupted.

The following approaches are regarded as reasonable in appropriate circumstances:

- Holding for security and to reduce anxiety where there is potential risk, even if the student is not yet out of control. This is best used when the student is anxious or confused. The purpose is to defuse or prevent escalation. Staff should take care that their actions should in no way be capable of being interpreted by the student as aggression.
- Physically interposing between students.
- Blocking a student's path.
- Pushing if restricted to situations where reasonable force is used to resist a student's movement, rather than a forceful push that might cause the student to fall over.
- Escorting a student by the hand or arm.

Holds to be avoided

The following holds should **not** generally be used:

- Holding a student around the neck or by the collar, or in any other way that might restrict a student's ability to breathe
- Slapping, punching or kicking a student
- Twisting or forcing limbs against a joint
- Tripping a student
- Holding a student by the hair or ear
- Holding a student face down on the ground

Recording an incident (model pro forma attached)

All incidents that result in non-routine interventions will be recorded in detail on the college's SIMS behaviour management database.

Contemporaneous record (i.e. written within twenty four hours of the incident's occurrence) will be made by the staff member involved in the incident.

Similarly, contemporaneous notes will also be made by any other members of staff involved (i.e. as witnesses or additional providers of support). The notes will be sealed and dated.

The record will contain the following information:

- The name(s) and the job title(s) of the member(s) of staff who used reasonable force
- The name(s) of the student(s) involved
- When and where the incident took place
- Names of staff and students who witnessed the incident
- The reason that intervention was necessary
- Behaviour of the student which led up to the incident
- Any attempts to resolve the situation
- The type of intervention used
- The student's response and the eventual outcome
- Details of any injuries suffered by either staff or students
- Details of any damage to property
- Details of any medical treatment required (where medical treatment is needed an accident form will be completed)
- Details of follow-up, including contact with the parents/carers of the student(s) involved

- Details of follow up involvement of other agencies, i.e. police or social services.

Student witnesses may also be asked to provide a written account if appropriate.

Copy of this entry will be kept on the student's file and retained for 10 years in line with LA Guidance on keeping educational records.

Students who are identified as likely to require positive handling as part of their behaviour management will require a **Positive Handling Plan** as part of their Individual Education Plan/Pastoral Support Plan. This is drawn up in response to the risk posed by the student's behaviour and is shared with all staff, parents/carers and the pupil if appropriate.

Debriefing arrangements

The student and member of staff will be checked for any sign of injury after an incident. First aid will be administered to anyone who requires it or medical treatment obtained.

The student will be given time to become calm while staff continue to supervise him/her. When the student regains complete composure a senior member of staff (or her/his nominee) will discuss the incident with the student and try to ascertain the reason for its occurrence. The student will be given the opportunity to explain things from her/his point of view. All necessary steps will be taken to re-establish the relationship between the student and member(s) of staff involved in the incident.

In cases where it is not possible to speak to the student on the same day as the incident occurred the de-brief will take place as soon as possible after the student returns to school.

All members of staff involved will be allowed a period of debrief and recovery from the incident if necessary. This may involve access to external support. A senior member of staff (or her/his nominee) will provide support to the member(s) of staff involved.

The Head Teacher will be informed at the earliest possible opportunity of any incidents where positive handling was used. The Head Teacher (or his/her nominee) will initiate the recording process if not already underway and review each incident to ensure that any necessary lessons are learned.

Training needs of staff

In cases where it is known that a student will require positive handling on occasions the college will ensure that appropriate training is provided. Aylestone Business and Enterprise College has key members of the SLT trained in the use of the Team Teach approach and techniques.

Staff trained in positive handling techniques need to update their training on a regular basis and ensure that their training record is kept up to date.

Authorization of staff to use positive handling

We recognize that positive handling will be seldom used and it is a last resort to maintain a safe environment.

Team Teach techniques (used by trained staff) seek to avoid injury to the student but it is possible that bruising or scratching may occur accidentally and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent side effect of ensuring that the student and others remain safe.

In the event of a complaint being received by the school in relation to the use of physical force by staff, the matter will be investigated in accordance with DoE Circular 10/95 (10/98) – Protecting Children from Abuse.

Arrangements for informing parents

Parents will be informed of the college's policy regarding positive handling in the following ways:

- A section about the school's legal obligations to maintain a safe environment and the possible use of positive handling (as a very last resort) with pupils will be included in the college safeguarding pack.
- Staff who work with particular children who have learning or physical disabilities and who have Individual Education Plans or Pastoral Support Plans, may need to use specific techniques routinely to manage challenging behaviour. Such arrangements will be discussed with parents/carers in advance and a plan drawn up on an individual basis. All interventions will be routinely recorded.
- All parents will be informed after a non-planned incident where positive handling is used with a child.

Governors will be informed of the number of incidents where positive handling has been used on an annual basis.

Students at Aylestone's Reward System

Respect
Pride

Honesty
Confidence

Perseverance
Hard Work

Fairness
Humour



REACH for the STARS



Ready to learn

meeting Expectations

Attendance

Clothing

Having all equipment

Before A	A1	A2	A3	A4	A5
Excellent work or good deeds	Merits - awarded for: Ready to learn Meeting expectations Attendance Clothing Having all equipment Form Tutor merit theme weeks	<ol style="list-style-type: none"> A sustained or substantial achievement in Merits, Enrichment, Behaviour, Attendance, Punctuality, Uniform An excellent single piece of work 	<ol style="list-style-type: none"> Over 200 NET points (Merits minus Consequences) at the end of a ½ term Top 10% across all years in faculty for merits each term 	<ol style="list-style-type: none"> Over 400 NET points (Merits minus Consequences) at the end of a ½ term Achievement Coordinator select 20% of year group for end of term 20/20 prize draw An exceptional performance in a subject or across year group 	<ol style="list-style-type: none"> Aylestone Credit Card (Form Tutor) Top 150 pupils by the end of the year, with over 200 merits, less than 5 consequence points and has taken part in several enrichment events Top pupils nominated by each Faculty and Achievement Coordinator by the end of the year
Verbal or Written praise Sticker/ stamp	A minimum of 5 merits awarded every lesson – to all deserving pupils. To be logged by class teacher on SIMS every lesson	<ol style="list-style-type: none"> Postcard home from Form Tutor Postcard home from subject teacher 	<ol style="list-style-type: none"> Reward Auction – Achievement Coordinator-led prize giving OR 200/400 NET point prize - £5 gift voucher 	<ol style="list-style-type: none"> £20 cash prize to 20-20 draw Faculty-specific prizes issued half termly 	<ol style="list-style-type: none"> 50 merits awarded on SIMS Reward trip Celebration event and prize giving

Behaviour Consequence System

Respect					
Pride		Honesty		Perseverance	
Choice		Confidence		Hard Work	
Certainty		Consistency		Consequences	
Before C	C1	C2	C3	C4	C5
Any behaviour requiring a verbal warning Persistent incorrect uniform/ jewellery/ make-up Persistent Chewing Persistent Talking	Incorrect Uniform (FT) Lack of homework Persistently inadequate work Persistent lack of equipment Persistent lateness Damage to equipment Mobile phone out in class Disruption to lesson	Failure to comply with staff in lessons Failure to attend C1 detention Dangerous behaviour within a faculty Other more serious faculty based (C1) Failure to improve on AC report	Dangerous behaviour (Site) Refusal to comply with site rules (Eating/litter) (Exam disruption) (Mobile phone) (Out of bounds) (Other) (Uniform) Truancy Significant disruption (HoF/AC/SLT) Failure to attend C2 detention Rude or abusive to staff / student Smoking related offence (1 st)	Bullying / Harassment Refusal to comply requiring removal from lesson Failure to attend C3 detention Provoked assault / Fighting Other more serious (C3) Headteacher Detention (repeat C3 offenders) Swearing (1 st offence) Smoking related offence (2 nd)	Attack on a peer causing serious injury Other more serious (C4) Authorised by SLT only Persistent disruptive behaviour Authorised by SLT only Physical assault of a member of staff Refusal to comply with C4 unit rules Deliberate swearing at someone Swearing (2 nd Offence) Smoking related offence (3 rd)
Verbal warning Break/lunch detention	Private detention (20 min max)	Faculty detention (30 min max)	School Detention (1 hour max)	Inclusion Unit	Inclusion Unit (3 day max) Exclusion
(not recorded on SIMS)	Parents informed via private detention slip/phone call/planner Mobile phone confiscated. Collect from the General Office at 3.30pm	Parents informed via faculty detention slip/phone call/planner	Parents informed via letter <i>Truancy C3 will be supported with faculty-led subject support</i>	One day Headteacher detention consequence may vary Report card started at the discretion of the AC	Parents required to meet with either AC, AH, DH or HT. Report card/PSP started 45 day max - Possible permanent exclusion. HT refer to Local Authority, DCSF, ASCL Regulations

Aylestone Business and Enterprise College Code of Conduct

What staff expect from students...

- To be polite
- To listen well
- To try your best at all times

What is expected from students around the school...

- Move around the buildings in an orderly manner
- Be in the right place at the right time
- Follow adults' instructions immediately
- Treat the environment with respect

Our Rights

Students have a right to learn

Teachers have a right to teach

Everyone has a right to be treated with respect and feel safe

What students expect from staff...

- To be polite and listen well
- To try their best at all times
- To recognise good work and behaviour and deal with bad behaviour

What is expected from students in the classroom...

- Follow all instructions
- Produce your best work
- Be on time for lessons with all the required equipment
- Let others work without interruption



Aylestone Business & Enterprise College Critical Incident Sheet 2013

- This form must be filled by the Senior Leader/Achievement Coordinator dealing with the incident, and kept by that person until it is completed.
- All relevant paperwork must be kept attached to this document.
- In the event you are unable to complete the cycle this sheet and all relevant documents must be up to date and passed on to another member of the SLT.

Senior Leader/Achievement Co			
Student Name and Form			
Incident			
Date, time, location			
Brief description of the what happened and who was involved			
Aggressor statement	Yes	No	
Witnesses statements taken	Yes	No	
Staff involved			
AC informed	Yes	No	
LSC informed / check reg	Yes	No	
Initial phone call to parent/carer	Yes	No	
C system - log as C5	Yes		
External Exclusion	Yes	No	Approved by Head
Internal exclusion			
Number of Days			From - To
Phone call confirming outcome to parents and provisional time for reintegration meeting.	Yes	No	Date time of reintegration meeting with parents:
Hand paperwork over to Exclusion Admin			
Exclusion letter written	Yes	No	
Inform AC/FT/SLT of exclusion	Yes	No	
People to attend meeting informed.	People	Informed	Invited to attend
	HT		
	Lead SLT		
	AC		
	Admin		
Follow up letter of meeting typed.	Yes	No	
Follow up letter sent	Yes	No	
All paperwork filed in pupil file.	Yes	No	

Critical Incident - Investigator Report

Senior Leader	
What is alleged to have happened?	
Did it happen?	
What exactly?	
What was the impact?	
Where and when did it happen? For location draw a diagram if appropriate.	
Pupils written statements	Were pupils given an opportunity to write a statement?
Report on interview with pupil 1	Include what they said and how they behaved
Report on interview with pupil 2	
Report on interview with pupil 3	
Report on interview with others	
Evidence – CCTV, photographs, confiscated items?	
Behaviour History – if relevant	
SEN/Disability considerations	
What would be the impact on pupils if we do not exclude?	
What would be the impact on staff if we do not exclude?	
What would be the impact on parents if we do not exclude?	
Notes of conversation with parents/carers	

Amended 23rd March 2010



Aylestone Business & Enterprise College Positive Handling Incident Sheet

This form must be filled by the member of staff dealing with non-routine interventions within 24 hours of the incident. The form must then be handed in to CH SLT in charge of Behaviour

Student Name and Form				Date & time			
Name of person writing report				Location			
Names of staff involved				Names of witnesses			
Logged on SIMS as PHI		Yes	No				
The reason for intervention				External agencies informed			
<ul style="list-style-type: none"> • Absconding • Criminal offence • Damage to property 		<ul style="list-style-type: none"> • Injury to person • Serious Disruption 		<ul style="list-style-type: none"> • Medical staff • Parent/Carer • Police 		<ul style="list-style-type: none"> • Social worker • Other 	
Describe events leading up to the incident							
Behaviours that occurred							
Arm Grab		Disruption		Pinching		Spitting	
Biting		Hair Grab		Punching		Verbal abuse	
Body Holds		Head butting		Pushing		Weapons/missiles	
Clothing Grab		Kicking		Self mutilation			
Damage to property		Neck Grab		Slapping			
Who was at risk?							
Describe any changes made to routines, staff or environment in an attempt to reduce risk.							
Diversions, Distractions & De-escalation strategies attempted:							
Change of staff		Distraction		Negotiation		Take up time	
Clear directions		Humour		Planned ignoring		Time out	
Consequences		Limited choices		Success reminder		Verbal advice	
Physical Interventions used & duration of restraint							
Disentanglement		Two person escort		Other			
Single person hold		Two person hold					
Steering away							
Medical Intervention							
Injury to child		Yes	No	Referred to GP		Injury to others	
		Yes	No	Referred to GP		Yes	No
Injury to staff						Referred to GP	
Why was this action in the best interest of the student?							
Action following the event							
Listening time			Relationship repair			Student Support	
Procedural Change			Staff support			Other	
Follow up letter typed.		Yes	No	Follow up letter sent		Yes	No
All paperwork filed in pupil file.		Yes	No	Signed			



Aylestone Business & Enterprise College
Positive Handling Plan (PHP)

Student Name and Form		Date of Birth	
Triggers: Describe situations that have led to positive handling being used: <ul style="list-style-type: none"> • 			
Behaviour signals: Describe the early warning signs/changes in body language/signs of distress that occur: <ul style="list-style-type: none"> • 			
Preferred de-escalation strategies			
Verbal advice	Choice	Time out	Success reminder
Reassurance	Advising of consequence	Change of adult	
Distraction	Planned ignoring	Observed withdrawal	
Positive areas to focus on: (strengths, interests e.t.c.) <ul style="list-style-type: none"> • 			
Medical conditions to be aware of: <ul style="list-style-type: none"> • 			
Handling strategies to be used (as a last resort and in the best interests of the student) <ul style="list-style-type: none"> • 			
Debriefing process to occur after an incident: <ul style="list-style-type: none"> • 			
Staff to be informed of this plan: <ul style="list-style-type: none"> • 			
Agreed by:			
Parent/carer			
Student			
Member of staff			

Positive Handling Incident: DATE

Dear #NAME

I am writing to you to inform you of an incident that took place LOCATION at school on DAY DATE. Your child was involved in an altercation with another student and this required the physical intervention of my colleague NAMED STAFF.

NAMED STAFF is trained in positive handling: this is the use of specific strategies and holds to allow students and staff to be removed from a situation where they are at risk and moved to a safe place. The incident on DAY required the POSITIVE HANDLING TECHNIQUE USED of your child and one other.

Should you require any more information, the school behaviour policy is available on the website. For more details of the incident that occurred please contact the school at your earliest convenience?

Yours sincerely,