

ALDRO



Promotion of Good Behaviour and Sanctions Policy 9a

Authors:

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Governor Lead:

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(Tim Johns)

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INTRODUCTION

Aldro aims to encourage pupils to adopt the highest standards of behaviour, principles and moral standards and to respect the ethos of the school. Promoting the emotional well-being of all of our pupils is key to their development. We aim to teach trust and mutual respect for everyone. We believe that good relations, good manners and a secure learning environment play a crucial part in the development of intellectually curious pupils, who are motivated to become life-long learners. We develop qualities of team-work and leadership through our extensive programme of co-curricular activities.

Aldro is an inclusive community. We welcome pupils from a wide variety of ethnic and social backgrounds and faiths. We treat everyone as an individual and aim to develop the whole person equipped to take his or her place in the modern world.

A copy of this behaviour policy is available on the Aldro Parents Portal, can be sent to parents on request, or is available in the school office. It should be read in conjunction with the School anti-bullying policy.

PARTNERSHIP WITH PARENTS AND GUARDIANS

Parents and Guardians who accept a place for their child at Aldro undertake to uphold the School's policies and regulations, including this policy when they sign the Parent Contract. They will support the School's values in matters such as attendance and punctuality, behaviour, uniform/dress and appearance, standards of academic work, extra-curricular activities and homework/private study. If a pupil is absent, parents or guardians should normally contact the pupil's Form Tutor or the School Secretary.

The Form Tutor is the first port of call for parents who have queries or concerns.

We are always happy to consider suggestions from parents and hope that you find the School responsive and open-minded.

PARTNERSHIP WITH OUTSIDE AGENCIES

Concerns about pupils will sometimes require discussions with Form Tutors, parents and the Learning Support co-ordinator. If these concerns are of a more serious nature, the Assistant head (Pastoral) will be contacted, and it may be that the advice of outside agencies will be required.

INVOLVEMENT OF PUPILS

Our experience shows that the ethos of and respect for the School is enhanced by listening to our pupils and by encouraging constructive suggestions from them, for example during Form Tutors' periods or via the School Council, which meets regularly.

SUPPORT SYSTEMS FOR PUPILS

There are several systems in place to support pupils, including Form Tutor periods and weekly PSHE lessons. Form Tutors are usually available and accessible during the school day if pupils wish to seek advice, and pupils will occasionally feel more comfortable confiding in a Matron or Student Master. If appropriate a pupil may also benefit from a session with the visiting

School Counsellor who is available in school for individual appointments, group-work and drop-ins. The Assistant Head (Pastoral) will oversee any specific support required.

PUPILS' TRANSITIONS

Management of the various transitions as a pupil moves up the school is vital in addressing behavioural concerns. The key times are pupils moving from the Junior Department (Forms 3 & 4), Middle department (Forms 5 and 6), and into the Senior School (Forms 7 and 8). The Head of Junior Department will liaise closely with Form Tutors, the Assistant Head (Pastoral) and Assistant Head (Curriculum).

Likewise, the integration of girls within the School community from September 2021, will be met by suitable bespoke staff in addition to the above.

CODE OF CONDUCT

The Aldro community of Governors, staff, parents and pupils adhere to an established routine and code of conduct, rather than simply to lists of rules. The School sees education very much as a partnership. Our Staff are committed to excellence, aiming to achieve a spirit of trust and cooperation. We expect the highest values and standards of behaviour inside and outside the classroom, as well as outside the School and in any written or electronic communication concerning the School.

We expect pupils to treat Staff and each other with consideration and good manners, and to respond positively to the opportunities and demands of school life. They should follow the School's Rules and understand what is expected of them and why, as well as the consequences of poor behaviour. The Code of Conduct for the boys and girls and the School Rules are available in classrooms for pupils to see and are explained to pupils as appropriate.

Everyone has a right to feel secure and to be treated with respect at Aldro, particularly the vulnerable. Harassment and bullying will not be tolerated. Our Anti-bullying policy is accessible from the Parents Portal on our website and available on request. The School is strongly committed to promoting equal opportunities for all, regardless of race, gender, sexual orientation or physical disability.

We expect pupils to be ready to learn and to participate in School activities. They should attend School and lessons punctually and follow the School's attendance policy. They should care for the buildings, equipment and furniture. We always expect pupils to behave in a manner that reflects the best interests of the whole community.

A copy of the Pupil's Code of Conduct is attached at the end of this document (Appendix 1).

SCHOOL RULES

The School's Rules are designed to encourage positive behaviour and self-discipline. Copies of the Rules are set out in all classrooms, and of course may change from time to time. Parents and Guardians undertake, when signing the Parent Contract, to support the authority of the Head and his Staff in enforcing them in a fair manner that is designed to safeguard the welfare of the community.

A copy of the school rules is attached at the end of this document (Appendix 2).

PROMOTING POSITIVE BEHAVIOUR

Good behaviour is expected and encouraged throughout the school and in every area of school life. Form Tutor times, PSHE lessons, Chapels, Assemblies and Squad meetings are some of the occasions where good behaviour is promoted. However, promoting good behaviour takes place in much more than just these 'up front' settings. Good behaviour is promoted in the incidental and every day exchanges that take place between staff and pupils during the school day – e.g. around school, on the sports field or in the boarding house.

Staff are expected to promote good behaviour in the example that they set for boys and girls. School Prefects also play a role in promoting good behaviour.

In recent years, in line with current educational and developmental approaches, the school has moved towards a more reflective and restorative approach to discipline, where pupils are encouraged to consider the causes and consequences of their actions, with a view to learning from their errors.

One of the ways that good behaviour is promoted is through the school's reward and sanction system. The anti-bullying policy gives details of the "no blame" approach, which might be appropriate in some circumstances.

REWARDS

We aim to reward and encourage good behaviour through 'Squad marks' [and through 'Greens' in the Boarding House].

All pupils are allocated to a Squad during their first term at Aldro. The squad system promotes good pastoral care, healthy competition and high standards in both behaviour and work. Pupils are rewarded with squad marks for positive involvement in all areas of school life. Squad marks accumulate towards individual rewards and a 'Squad Treat' at the end of the year.

The introduction of Regular Squad Assemblies, weekly Squad Star Badges and weekly squad mark totals have all helped in promoting good behaviour through the squad system.

A copy of the squad mark allocation is attached at the end of this document (Appendix 3).

SANCTIONS

Sanctions, such as 'Minuses', 'Benches' and 'Stripes' ('Reds in the boarding house) help us to set boundaries and to manage more challenging behaviour.

The Head and all staff undertake to apply any sanctions fairly, and, where appropriate, after due investigative action has taken place. Sanctions may undergo reasonable change from time to time; but will not involve any form of unlawful or degrading activity.

All Sanctions are recorded on the School's information management system, which enables the Form Tutors and Assistant Head (Pastoral) to monitor patterns or concerns in the behaviour of individuals or groups.

As part of our partnership with parents, information about minor Sanctions will be recorded in Student Planners, which parents are encouraged to inspect and sign on a weekly basis. Parents will be notified directly, by the appropriate member of staff, where there are more serious disciplinary concerns.

All parents and pupils should be aware of the more serious sanctions, including suspension and expulsion that the Head can impose for serious breaches of the rules, including criminal behaviour or making unfounded malicious accusations against staff.

The '**Sanction Pathway**' (Appendix 4) sets out Aldro's 'formal' sanctions and gives examples of the type of behaviour and punishments associated with each sanction. The Assistant Head (Pastoral) will keep a thorough record of sanctions imposed for serious misbehaviour.

EVALUATION

The behaviour policy will be regularly reviewed in relation to its effectiveness. This is done on PCT by analysing trends in year group through AS Tracking, Sanctions and rewards and responding to concerns raised by pupils, parents and staff. The overall pastoral tracking form is monitored by PCT regularly.

EXCLUSIONS

All members of the Aldro community – pupils, staff, parents and Council Members are expected to contribute to the creation of a stimulating and caring environment where all pupils are encouraged to realise their potential in all areas of school activity.

This commitment is exemplified by three important principles:

1. The School seeks to provide a family community in which boys and girls will flourish. When accepting a place at Aldro, parents agree that their son shall always be subject to the School Rules. A copy of the School Rules is sent to all parents with an offer of a place.
2. The School will make clear the standards of behaviour and commitment that it expects from pupils. It will encourage all pupils to act as role-models, adopt positive attitudes and values such as consideration, honesty and respect for others. It will acknowledge and praise pupils when they reach these standards.
3. When pupils fail to meet these standards, they will be told that this is the case and be given clear guidelines and expectations for improvement. Any breach of good manners or good sense whether at School, on journeys to and from School, at events organised by the School or when representing Aldro is a breach of School Rules. High standards of behaviour are expected (as outlined in the School Rules) and bullying in any form is unacceptable.

Detentions and other minor sanctions are used as appropriate. The School's Terms and Conditions confer upon the Headmaster the power to impose the sanction of suspension or expulsion on any pupil for any cause which he considers adequate.

Before any exclusion is implemented, an exclusions committee (comprising three members of the senior management team determined by the Headmaster) will be convened to make recommendations to the Head. If a pupil is suspended or expelled, but cannot be sent home immediately, he will be kept under internal suspension at school.

Suspension may be ordered if a pupil persists in misdemeanours after warnings or is involved in bullying, theft, lying, repeated truancy from lessons or other serious wrong-doing. This gives the pupil a chance to consider, if possible, with the help of discussions at home, the possibility that expulsion may subsequently be ordered unless conduct improves.

Expulsion may be ordered in certain circumstances, normally following suspension except in cases of serious misconduct. If this sanction is being considered both pupil and parents will be invited to a meeting with the Headmaster. Parents may in some cases be offered the opportunity to withdraw the pupil. In other cases, the Headmaster may expel the pupil forthwith. The appropriate procedure to be adopted in any case is entirely at the discretion of the Headmaster.

In cases of both suspension or expulsion, there will be the right to appeal, as set out in the school's Complaints Policy.

RESPONSES TO ALCOHOL, SMOKING AND SUBSTANCE ABUSE

All use of alcohol, smoking or substance use is totally forbidden for all pupils at Aldro.

Education

As part of the school's commitment to the welfare of pupils and in accordance with the duty of care owed to boys and girls, particularly those in the boarding environment, the school believes it has a duty to inform and educate pupils on the consequences of drug use and abuse.

Through the PSHE programme and lectures by professional specialists, the school educates its pupils with information about alcohol, drugs and substance abuse and associated laws.

Sanctions

The school regards alcohol, drug and substance abuse incidents as being serious and therefore will deal with them accordingly.

The sanctions associated with the misuse of alcohol, smoking (including e-cigarettes) or substance abuse will fit into the sanction pathway at a 'high level misdemeanour' level.

Advice to members of staff

If you have reason to suspect, or are aware, that a pupil is involved in any way with drugs you should report the fact to the Assistant Headmaster - Pastoral (and the Head of Boarding if they are boarders).

SCHOOL COUNSELLOR

Aldro employs a School Counsellor who provides support for boys and girls who are facing emotional, social and behavioural challenges. A significant role of the School Counsellor is to promote good behaviour both inside and outside the classroom, so that all pupils can flourish at Aldro and make the most of the opportunities available to them.

The school counsellor works with specific pupils – one to one and in small groups (such as social skills clubs) – as well as acting as a ‘coach’ for staff, assisting with behaviour management and helping them to promote good behaviour.

UNEXPLAINED ABSENCES

We will always telephone the home on the first day of an unexplained absence in order to make sure that the missing pupil has not suffered an accident. This will be done normally by the Matron on duty. Please note that it is the Governors’ policy usually not to allow holiday to be taken during term.

PUPILS WITH SPECIAL EDUCATIONAL NEEDS OR DISABILITIES

We will endeavour to make allowances and reasonable adjustments for any pupils with special needs or disabilities. This may include a different level of tolerance for pupils suffering from Tourette’s syndrome, for example, or allowing more time for changing / eating / moving between lessons for others.

PHYSICAL RESTRAINT

Like all schools, we reserve the right for our Staff to use *reasonable force* to control or restrain a pupil in specific circumstances.

Please see Staff guidelines for Restraint and Physical Contact (Appendix 5) below for further details.

SEARCHING PUPILS’ POSSESSIONS

At Aldro we are committed to safeguarding the welfare of all children in our care, and our aim is to cultivate an environment of mutual respect, treating pupils and Staff fairly and sensitively.

In the unusual event of a pupil, or a pupil’s locker, bag or other possessions being searched, we will take all reasonable steps to maintain the usual high standard of safeguarding. We will use our professional judgement in all cases, and advice should be sought from a Senior member of Staff, unless the urgency of a situation makes it impractical.

The fundamental principles are:

- Act with due care, consideration and sensitivity and remain mindful of the need to respect privacy; thought should be given to boarders for whom, during term time, the School is their ‘home’.
- As a general rule, members of Staff would seek permission from the pupil concerned before conducting a search; however, in exceptional circumstances, members of Staff have the authority to proceed with a search without necessarily getting permission

from the pupil involved. In these cases, a senior member of Staff should be informed as soon as possible, and a second member of Staff must be present.

- Remember that the need to protect children and property from injury or damage and from loss is paramount, and that this duty of care can in certain circumstances override all other procedures.

At certain times there may, or may not, be good grounds for the member of Staff who is dealing with the matter to deviate from these guidelines. For instance, deviation may be warranted in response to any immediate or potential danger to children or property involved.

TEACHING AND LEARNING

Aldro aims to raise the aspirations of all its pupils and to help them to appreciate that there are no barriers to their potential achievements both inside and outside the classroom. Pupils are encouraged to take responsibility for their own learning. We celebrate success – particularly at our regular Friday Assemblies, emphasise the positive and deal with the negative in a sensitive and tactful way. Our teaching Staff offer every child a high level of individual attention, together with consistent and helpful advice. In return, we expect every pupil to co-operate and to work hard.

COMPLAINTS

We hope that you will not feel the need to complain about the operation of this Behaviour Policy, and that any difficulty can be sensitively and efficiently handled before it reaches that stage. However, the School's Complaints Procedures are accessible from the Parents Portal on our web site (both for parents and children) or we will send you copies on request.

RELATED POLICIES

This policy is to be read in conjunction with other related policies.

These include the following:

Anti-Bullying Policy (10a)

Complaints Policy (33a)

Equality and Diversity Policy (17a)

E Safety Policy (7h)

SMSC & PSHE Policy (2d)

Child Protection and Safeguarding Policy (7a & 8a)

ALDRO

CODE OF CONDUCT

We expect every boy and girl to:

- **Be Kind** – in what he or she says or does, realizing that some people will be different and respecting their opinions, judgements and abilities.
- **Be Polite** – showing courtesy and good manners to all members of the school and the wider community.
- **Be Helpful** – behaving with thoughtfulness and common sense at all times
- **Be Careful** – of other people’s possessions as well as his or her own and to look after school property
- **Be Determined** – to make the most of all his or her opportunities
- **Be Alert** – to people being unkind, showing zero tolerance for bullying

Appendix 2

SCHOOL RULES

The Code of Conduct, which is clearly displayed in all Form Rooms, establishes the underlying expectations for all pupils behaviour. A number of additional rules apply:

Safety and Behaviour

- No running around inside any buildings except the CHC or ASC, when appropriate.
- No tree climbing unless a member of staff gives permission and is present.
- Matches, lighters, cigarettes, alcohol, catapults, knives, water pistols, BB guns, firecrackers, aerosol sprays or other similarly dangerous items must not be brought to school.
- Shoes must be changed if playing outside in wet or muddy conditions.
- Electrical items (e.g. I-Pods and PSPs) may only be brought to school by boarders and used, with the Housemaster's permission. Mobile phones are generally only allowed for use by boarders in the boarding house and pupils must have signed the acceptable use form. However, on certain occasions (eg sports tours, long day trips) a member of staff may give special permission to bring in a mobile phone.
- Sweets may not be brought to school without permission.
- Pupils should not bring money to school unless they are taking part in an outing; it should normally be handed in to their Form Teacher.
- No gambling.
- No swapping or 'trading' of possessions, unless it involves the likes of football cards, when swapping is part of the activity.

Playing Areas

During Break times, boys and girls are allowed to play:

- In the area by the Chapel.
- Outside the Art Studio.
- Between the CHC and 'Shacklefort'.
- In the ASC or CMM, on a rota basis.
- On the Tennis Court at the back of the CHC.
- On 'Shacklefort' – at their allotted time.
- On the 'Green Carpet' at the side of the CHC.
- In appropriate weather conditions, on the grass playing fields.

Areas Out of Bounds (unless special permission given)

- Beyond the Flagpole on the grass playing fields.
- The Art Studio, DT Workshop & Science Laboratories.
- Any of the surrounding roads.
- The Kitchen yard & Dining Room car park.
- The path behind the lake.
- The Island (Crow's Nest) & its footbridge.
- The Boathouse.
- The Swimming Pool & surrounding area.

Other rules apply to certain areas of the school including the ICT Room, the Art Studio, the Design Technology Centre, the ASC, and the Science Laboratories.

Appendix 3

Award of Squad Marks

Helpfulness/Good behaviour

Assisting staff with tasks (dependent on time involved and nature of task)	up to 5
Guiding visitors	up to 10
Noteworthy politeness/good behaviour/improvement in behaviour	1 or 2
Kindness	up to 5
Prefect duties/Squad Commander duties/School Council duties (per term, at discretion of Headmaster/Deputy Headmaster)	up to 25
Boarding chores/tasks (per term, at discretion of Housemaster)	Greens

Work

Complete star sheet	10 per term
Part star sheet at end of term (depending on degree of completion)	1-9
Full scholarship to senior school	50
Exhibitions/all-rounder/art/music awards to senior school	up to 40
Common Entrance (quantity awarded at form tutors' discretion)	up to 30

Games/Sports/Chess

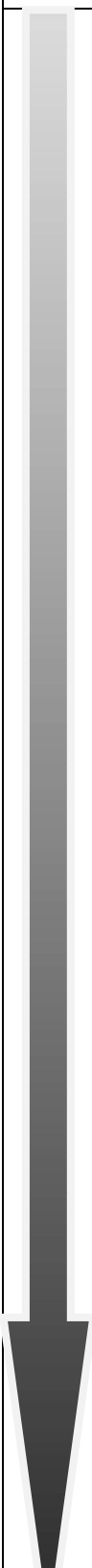
Single school match	5
Participation in a tournament involving a number of matches/all day-event	10 or 15 if you win
Shooting (suggested level for a term's involvement)	10
Excellence of performance (as occasional bonus on top of participation in match)	1-2
Judo award (next belt achieved)	10

Art/Design & Technology/Drama/Music

Picture of the week/DTEC creation of the week	up to 10
Drama production participation – backstage/minor role/major role	10/15/20
Soloist in music concert or assembly	up to 10
Music Ensemble (suggested levels for a term's involvement)	10 per ensemble
Junior orchestra (suggested levels for a term's involvement)	5-15
Chapel choir (suggested levels for a term's involvement)	up to 20
Junior Year choir (suggested level for a term's involvement)	10
Music grade exams, LAMDA drama exams (pass/merit/distinction)	10/15/20
Music practices undertaken (per occasion)	max of 5 per week
Participation in external competition (Poetry competition, Salter's Science, French speaking etc)	10
Internal competition	5

It is recognised that there will be occasional items, not covered directly by the above, that merit award of Squad Marks. Staff are expected to award marks in proportion to the situation and using the above as a guideline.

Sanction Pathway



Sanction	Example Behaviour	Example Punishment	Communication with Parents
Minus	<i>Low-level misdemeanour:</i> Running in corridor Lateness Disruptive behaviour Wrong kit Shouting out in lesson Pushing Ignoring instructions	Talk from form tutor Possible minor punishment to address specific behaviour Apology letter	Student Planner Form tutor to inform parents where relevant
Bench	<i>Mid-level misdemeanour:</i> Repeated Minuses Disobedience Swearing Rudeness to staff Seriously poor behaviour	Break time detention supervised by member of SMT	Student Planner Form tutor to inform parents where relevant
Stripe	<i>High-level misdemeanour:</i> Repeated Benches Bullying Severe Rudeness to staff Vandalism Theft Physical assault Discriminatory abuse Threatening behaviour Cyber-bullying	School Detention (Wednesday or Saturday) supervised by member of SMT	Letter from Assistant Head (Pastoral)
Suspension	<i>Severe-level misdemeanour:</i> Repeated Stripes Drug or alcohol abuse Smoking Malicious accusations against staff	Exclusion from school for finite period	Letter from Head Meeting with Head
Expulsion	<i>Top-level misdemeanour:</i> Repeated Suspension	Permanent or indefinite exclusion from school	Meeting and formal letter from Head

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Appendix 5

STAFF GUIDELINES FOR RESTRAINT AND PHYSICAL CONTACT WITH CHILDREN

(Corporal punishment must never be used and any breach would result in disciplinary action)

The Education and Inspections Act 2006 enables School Staff to use "such force as is reasonable in the circumstances to prevent a pupil from doing or continuing to do" any of the following:

- *"Committing any criminal offence" (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil)*
- *"Causing personal injury to any person" (including the pupil themselves)*
- *"Causing damage to the property of any person" (including the pupil themselves)*
- *"Prejudicing the maintenance of good order and discipline at the school, and among any pupils receiving education at the school, whether during a teaching session or otherwise"*

The Act also defines to whom the power applies as follows:

- *"Any teacher who works at the school"*
- *"Any other person whom the Head has authorised to have control or charge of pupils"*

1. RESTRAINT

Staff at Aldro have received training in the circumstances in which reasonable minimum force may be used and will continue to receive updates on good practice during regular refresher training on managing pupil behaviour. They are advised always to use their voices first, to use the minimum force necessary to restrain a child for the shortest possible period of time. Their training specifically deals with the factors that must be considered in reaching a judgement as to whether the use of physical restraint is appropriate; these are set out in the The Education Union's Guidance "Restraint", and include:

- *"The seriousness of the incident, assessed by the effect of the injury, damage or disorder that is likely to result if force is not used"*
- *"The chances of achieving the desired result by other means"*

- *“The relative risks associated with physical intervention compared with using other strategies”*

DfEE Circular 10/98, The use of force to control or Restrain Pupils states that physical restraint is necessary if the purpose of the physical restraint is to avert an immediate danger of injury to any person, or an imminent danger to the property of any person (‘person’ includes the pupil).

Physical restraint should be used as a last resort when other strategies have failed. It should serve to de-escalate or prevent a violent or potential violent situation. It should not be used purely to force compliance with staff instructions when there is no immediate risk to people or property.

It must be possible to show that, unless immediate action had been taken, there were strong indicators that injury or damage to property would follow.

Every member of Staff will inform the Head immediately after s/he has needed to restrain a pupil physically. We will always inform a parent when it has been necessary to use physical restraint, and invite them to the school, so that we can, if necessary, agree steps to be taken for managing that individual pupil’s behaviour.

Locking pupils in rooms is unlawful unless there is danger to life.

If Physical Restraint is ever used, it must be recorded in writing, using the Aldro Record of Incident Form at the end of this document (to include date, time, staff member involved, boy involved and brief statement of circumstances).

2. PHYSICAL CONTACT

As a general rule, staff must avoid physical contact with children. However, given the age of the children in our care and the nature of our responsibilities “in loco parentis” in the context of a boarding school, there may be occasions when some physical contact with pupils is appropriate. (For example, if a younger pupil is clearly in distress then appropriate physical comfort is entirely permissible).

Record of Incident Form ALDRO

Details of pupil/pupils on whom force was used by a member of staff

Name

Form

Date, time and location of incident

Names of staff involved (directly or as witnesses)

Details of other students involved (directly or as witnesses), including whether any of the students involved were vulnerable for SEN, disability, medical or social reasons.

Description of incident by the staff involved, including any attempts to deescalate and warnings given that force might be used.

Reason for using force and description of force used

Any injury suffered by staff or students and any first aid and/or medical attention required.

Reasons for making a record of the incident.

Follow up, including post-incident support and any disciplinary action against students.

Any information about the incident shared with staff not involved in it and external agencies

When and how those with parental responsibility were informed about the incident and any views they have expressed.

Has any complaint been lodged (details should not be recorded here)?

Report compiled by:

Name and role

Signed

Date

Report countersigned by: Headmaster/DSL

Signed

Date