

AYLSHAM LEARNING FEDERATION

BEHAVIOUR FOR LEARNING POLICY AYLSHAM HIGH SCHOOL

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Signed:

Chair

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1. Aims

- This policy aims to:
- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all pupils
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

2. Legislation, statutory requirements and statutory guidance

- This policy is based on legislation and advice from the Department for Education (DfE) on:
- [Behaviour in schools: advice for headteachers and school staff 2024](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education 2024](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)
- In addition, this policy is based on:
- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and gives schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

3. Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence, such as sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour such as interfering with clothes
 - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited/banned items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - E-cigarettes or vapes
 - Fireworks
 - Pornographic images
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

- Please note that the list below is a GUIDE and individual circumstances MAY be taken into consideration resulting in a different consequence being applied.
- Students who do not meet expectations may not be allowed to attend non (curriculum) essential visits or trips. There will be NO refund.
- Non-compliance relevant to a category can result in escalation to the next category and consequences

ROY Chart and Interventions

ROY CHART 2024-25

MONITOR	YELLOW	ORANGE	RED
Class teacher responsible	Class teacher responsible for issuing sanction	HOD / HOH responsible for issuing sanction incident dependent	HOD / HOH / SLT responsible for issuing sanction incident dependent
Homework not completed	BUS – Misbehaviour	Antisocial behaviour	Being in school under the influence of banned and prohibited items.
	Classwork completed but not to expected standard	Bringing banned items onto school site	Bringing prohibited items or paraphernalia onto school site
Lack of subject specific equipment	Late to lesson (10 mins or more)	Bullying	External truancy
Reader Pen declined	Repeated breach of ICT code of conduct	BUS – Persistent Misbehaviour	Intimidating/threatening/aggressive behaviour
Toilet visit	Repeated lack of homework	Damage to school property	Making dangerous implements in school
Uniform correction required	Repeated lack of subject specific equipment	DAY SHEET – Poor behaviour in lesson	Missed an after school detention
Words of advice	Repeated low level disruption	Failed Department Report	Persistent Smoking / Vaping - On or near school site (suspension issued)
	Report Failure (Tutor / HOH)	Failed HOH / SLT detention	Physical violence
	Unkind behaviour	Failure to take part in lessons	Prejudice related Incident (please also record on CPOMS)
		Inappropriate language or swearing in the presence of staff	Setting off the fire alarm
		Inappropriate use of a media device	Severe and constant bullying
		Inappropriate use of (hazardous) equipment	Severe damage/vandalism to school property which could put others at risk
		Internal truancy	Severe disruptive behaviour
		Missed department detention	Severely inappropriate behaviour
		Persistent Lateness (5 lessons in a week)	Severe rudeness and defiance
		Persistent unacceptable uniform	Supply of cigarettes, vapes, alcohol, drugs or other prohibited or banned items
		Report Failure (PSP)	Swearing directly at member of staff
		Rudeness/defiance	Theft
		Significant disruptive behaviour	Unacceptable behaviour in other location after being withdrawn from lesson
		Smoking/Vaping in school uniform off school site	Unlawful use of a media device
		Smoking / Vaping - On or near school site	Unsafe Behaviour
			Weapon
All Sanctions and interventions are reviewed on a case by case basis			

Interventions

· SIMS entry	· SIMS entry	· SIMS entry	· SIMS entry
· Discussion with student	· Departmental detention	· Departmental detention	· Restorative organised by Pastoral / HOH / SLT
· Contact with home	· Words of advice from department / HOD	· Words of advice from department / HOD / Form Tutor /HOH / Pastoral team	· Contact with home
	· Restorative organised by department / HOD	· Restorative organised by department / HOD Form Tutor /HOH	· Student could be placed on PSP
	· Contact with home	· Contact with home	· Subject / School Risk Assessment to be considered.
	· Request Form Tutor to support	· Request Form Tutor / HOH to support	· Removal from lesson / lessons
	· Student could be placed on subject / tutor report for persistent behaviour events	· Student could be placed on subject / HOH report for persistent behaviour events	· Call 158 for support
	· Departmental removal	· Subject Risk Assessment to be considered.	· HOD Department detention
	· Reprimand	· Departmental removal	· HOH / SLT Detention
		· Call 158 for support	· After School Detention
		· HOD Department detention	· Suspension
		· HOH / SLT Detention	· Managed Move
		· Bus warning letter	· Direction of Offsite Provision
		· Search and Screen (SLT only)	· Permanent Exclusion
		· After School Detention	· Bus Ban
		· Restriction on media device	
		· Item confiscated	

4. Bullying

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none">• Racial• Faith-based• Gendered (sexist)• Homophobic/biphobic• Transphobic• Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy and include:

- How the school will prevent bullying
- How pupils, parents and staff can report incidents of bullying
- How the school investigates allegations of bullying
- How the school will react to bullying that occurs off school premises or online
- How the school records, analyses and monitors incidents of bullying
- Sanction procedures

- How the school supports pupils who have been bullied, and those vulnerable to bullying
- Whole-school proactive strategies to prevent bullying
- How the school trains staff and governors in preventing and handling bullying

5. Roles and responsibilities

5.1 The governing board

The Aylsham Learning Federation governing board is responsible for:

- Reviewing and approving the written statement of behaviour principles (appendix 1)
- Reviewing this behaviour policy in conjunction with the headteacher
- Monitoring the policy's effectiveness
- Holding the headteacher to account for its implementation

5.2 The headteacher / Deputy headteachers

- The headteacher / Deputy headteacher is responsible for:
- Reviewing this policy in conjunction with Aylsham Learning Federations governing board.
- Giving due consideration to the school's statement of behaviour principles (appendix 1)
- Approving this policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring that the policy is implemented by staff consistently with all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13.1)
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5.3 Staff

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly (see appendix 3 for a behaviour log)
- Challenging pupils to meet the school's expectations

The senior leadership team (SLT) will support staff in responding to behaviour incidents.

5.4 Parents and carers

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the school promptly
- Take part in any pastoral work following misbehaviour (for example, attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school
- Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

5.5 Pupils

Pupils will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standards, and the consequences they will face if they don't meet the standards
- The pastoral support that is available to them to help them meet the behaviour standards

Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Extra support and induction will be provided for pupils who are mid-phase arrivals.

6. School behaviour curriculum

The Aylsham High School behaviour curriculum (appendix 1) is shared and reminded at the start of every school year and as part of our year 6 induction programme. Regular assemblies are led by the Senior Leadership Team, Heads of House and other Key staff that reinforce and remind pupils about behaviour and the school's expectations of behaviour, as well as through PSHE and citizenship activities during tutor time and drop down days. Rewards are promoted regularly, showing the value of good behaviour. The behaviour curriculum is reinforced and supported by 'The Aylsham Way' guidance for staff.

Pupils are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all pupils can meet behavioural expectations in the curriculum.

6.1 Mobile phones

Mobile phones in school should be seen as a privilege not a right. When used well they are a powerful learning resource but if the privilege is abused they can quickly become disruptive for learning.

Pupils are allowed mobile phones on site, during lessons they must be switched off and in their bags. Pupils may use them in lessons if given permission by staff to carry out a necessary task.

Where mobile phones have proven disruptive the school will confiscate these during school hours and they will be placed in the safe. Students will be able to pick up the phone at 3:25pm so they can travel home with it. We will not keep mobile phones overnight (unless agreed with parents). Where the confiscation is for more than 1 day we expect the student to drop the phone at the safe in the morning and pick it up in the evening. Examples of disruptive use of phones include but are not limited to:

- Any form of cyber bullying. Any communication to other students through any social media that causes upset. Any post to any social media that could be seen to cause upset.
 - Communication with home or other family members during the school day about a discipline issue. It is important that the school makes contact with adults with parental responsibility to discuss discipline issues first.
 - Communication involving another student where the information is likely to cause distress. For example, informing those that another student has been involved in an accident or is ill. It is important that school staff first see to the safety and well-being of the student. We will then make contact with the appropriate adult at the first opportunity. This is extremely important on school trips where inappropriate phone use has the potential to cause a great deal of anxiety.
 - Filming or taking photographs of others without their consent. This is particularly relevant where other students might be involved in a disagreement or argument. This should not be being recorded on mobile devices.
 - Use of a mobile phone during lesson time where the teacher has not given permission.
 - Using mobile phones to coordinate toilet trips with other students in other classrooms during lesson time.
 - Use of mobile phones on corridors during lesson times.
 - Any breach of the school acceptable use policy.
-
- Students spending time in behaviour support, detentions or when an incident is being investigated will be routinely required to hand in their mobile phone to be stored in the school safe.
 - Students needing to borrow uniform will be required to 'swap' their mobile phone which will be stored in the school safe until the item/s are returned at the end of the school day.

- Students leaving lessons to go to the toilet will be required to leave their mobile phone on their desk.
- The school accepts no responsibility for loss or damage to mobile phones

- Examples of positive mobile phone use:
 - Accessing SIMs student to look at timetable/homework set.
 - Recording of homework in calendar.
 - Scanning teacher supplied QR codes to access learning resources.
 - Access to google classroom.
 - Completing teacher set google forms.

7. Responding to behaviour

7.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school. They will follow the whole school behaviour guide, 'The Aylsham Way' to support them with this (Appendix 2)

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement
 - Refer to the head of department or the pastoral team for support when needed

7.2 Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our child protection and safeguarding policy for more information.

7.3 Responding to good behaviour

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

The school employs an array of rewards, believing them to be pivotal in the development of positive rapport, behaviour and conduct. The most significant of these is the personal positive interaction between teacher and pupil that occurs many times in every lesson.

Positive behaviour will be rewarded with (not limited to):

- Verbal praise
- Communicating praise to parents / carers via a phone call or written correspondence
- Certificates, celebration assemblies and awards evenings
- Positions of responsibility such as Friendly Faces, prefect status or being entrusted with a particular decision or project
- Inter-house rewards systems
- Whole tutor group or house group rewards
- golden five nominations
- Credits being logged on Sims
- certificates
- mentions in assemblies
- subject certificates
- specific celebration assemblies
- placing pupils in positions of responsibility ie prefects and captains
- phoning parents to praise pupils
- a focus on Behaviour for Learning.

7.4 Responding to misbehaviour

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed.

De-escalation techniques, including the use of pre-arranged scripts and phrases, can be used to help prevent further behaviour issues arising.

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

Positive behaviour management

'In lesson' positive behaviour management 'process'. Focus on primary behaviours please – use all encouragements to focus on positive desired behaviour; pupil on task and concentrating on and completing the work. Do not move to the next stage (as set out below) quickly, and not until you have given the pupil every chance of

getting it right using the advice below. Bring everything back to the expected primary behaviours.

1. All pupils to hear friendly and enthusiastic **personalised greetings** – set the tone with difficult individuals. Then, lots of **generalised and specific positive narration** at the start of lesson and during **any transition point** within the lesson to **describe, reiterate and amplify the expected behaviours**. Any pupil not quite managing it will receive **personal positive encouragement/chivvying** to get them on track if showing signs of being off task. If any pupil does not respond to several of these positive encouragements give them -

2. **A reminder-** *'This is a personal reminder that I need you to.....'* and remind them of the expectations and thank them for following your instructions. A pupil should receive at least two positive behaviour encouragements before being told they now have received a 'reminder'. Staff can also exercise professional judgement. **Make sure you use the word 'reminder'**. The encouragement you give should describe the desired primary behaviour. For example- "Let's focus on getting number 1 completed. That would be brilliant. Thank you!"

3. **A warning-** if the reminder and further positive encouragement do not result in improved behaviour, the pupil will be told privately they now have a 'warning'. *'Consider this a warning that you need to focus on the work please. Do you want to ask anything about what you should be doing? Can I offer you more help or explanation?'* **Make sure you use the word 'warning'**. Encouragements you give should describe the desired primary behaviour you want to achieve. Eg The pupil gets on quietly with the work.

4. **Removal to stand outside of the classroom briefly** - if a warning and further positive encouragement do not result in improved behaviour, the pupil will be asked to stand outside briefly. When asking the pupil to go outside let them know that the purpose of the conversation is to get things back on track. Ideally, if it is possible the teacher should accompany the pupil outside. Just sending a pupil out can lead to them just walking away if they think that will be out there for a long time and they cannot turn things around. Teacher to speak to pupil optimistically and restoratively, explaining what is required, telling them that as they have been asked to leave the classroom briefly and letting them know that further off task behaviour will result in removal and a detention either departmental or a whole school break and lunch detention. Dialogue to describe desired primary behaviour.

Script – *"Jimmy/Rosa I need to have you paying attention in class please. You've had a reminder and a warning and the next step is just to have a minute out here to reassess and make sure we're ready to go when we come back in. We need to make sure that we're not being disruptive, whether that be to me, others or most importantly yourself. I know you're more than capable of doing this because you've shown me that many times before. (highlight an example of this to them). When we're back in the room I want to see you focused and on task doing your best. Is there anything stopping you from doing that? Is there anything that you think I've asked of you that is unfair?....ok good. What we don't want to happen is to escalate this to a break time detention. Now let's crack on with question 1 and in a few minutes I'll come round and see how you've got on."*

5. Removal from the lesson- if pupil continues to behave poorly, the 'On Call' system will be used and the member of staff on call will remove the pupil for the rest of the lesson. The pupil will be escorted to the behaviour support room' or an agreed location in a department, for the remainder of the lesson. Removal from the class will result in a break and lunch detention either on that day or the day after, (Behaviour team to email/phone home) but class teachers and heads of department can follow up with parents and carers. If there are two removals in a day the pupil will spend further time in behaviour support.

Important - only record the highest level of behaviour on the system at the end of the lesson.

When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.

The school may use 1 or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand and reminder of the expectations of behaviour
- Sending the pupil out of the class
- Expecting work to be completed at home, or at break or lunchtime
- Detention at break or lunchtime, or after school
- Loss of privileges – for instance, the loss of a prefect role
- School-based community service, such as tidying a classroom
- Referring the pupil to a senior member of staff
- Letter or phone call home to parents/carers
- Agreeing a behaviour contract
- Putting a pupil 'on report'
- Putting a pupil on a Pastoral Support Plan (PSP)
- Internal exclusion
- Suspension
- Permanent exclusion, in the most serious of circumstances

Personal circumstances of the pupil will be taken into account when choosing sanctions, and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

7.5 Reasonable force

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others

- Damaging property
- Committing an offence

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents/carers

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

Key staff have been trained in Norfolk Steps and have our own in house trainers to be able to deliver and refresh this.

7.6 Searching and confiscation

Searching, screening and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

Confiscation

Any prohibited items (listed in section 3) found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents/carers, if appropriate.

Searching a pupil

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; and
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; or

- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness, they should immediately report this to another member of staff, and make sure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain to the pupil what a search entails – e.g. “I will ask you to turn out your pockets and remove your scarf”
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil’s co-operation

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact the SLT / designated safeguarding lead (or deputy) / pastoral leads], to try to determine why the pupil is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 3, but not to search for items that are only identified in the school rules.

The authorised member of staff may use a metal detector to assist with the search.

An authorised member of staff may search a pupil’s outer clothing, pockets, possessions, desk or locker.

‘Outer clothing’ includes:

- Any item of clothing that isn't worn wholly next to the skin or immediately over underwear (e.g. a jumper or jacket being worn over a t-shirt)

- Hats, scarves, gloves, shoes or boots

Searching pupils' possessions

Possessions means any items that the pupil has or appears to have control of, including:

- Desks
- Lockers
- Bags

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items (listed in section 3) and items identified in the school rules.

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

Informing the designated safeguarding lead (DSL)

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in section 3
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in section 3), including incidents where no items were found, will be recorded in the school's safeguarding system.

Informing parents/carers

Parents/carers will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents/carers as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Strip searches

The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school

premises shall only be carried out by police officers in accordance with the [Police and Criminal Evidence Act 1984 \(PACE\) Code C](#).

Before calling the police into school, staff will assess and balance the risk of a potential strip search on the pupil's mental and physical wellbeing and the risk of not recovering the suspected item.

Staff will consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first.

Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them. The school will advocate for the safety and wellbeing of the pupil(s) involved. Staff retain a duty of care to the pupil involved and should advocate for pupil wellbeing at all times.

7.7 Off-site misbehaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

7.8 Online misbehaviour

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

7.9 Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the headteacher / member of the senior leadership team or person appointed by them will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

7.10 Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to early help
 - Refer to children's social care
 - Report to the police

Please refer to our child protection and safeguarding policy for more information.

7.11 Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

8. Serious sanctions

8.1 Detention

It is a school's legal right to issue after school detentions without having to give prior notice to parents.

However, due to the rural location of our school the school will work with the parent to agree a day which causes the least inconvenience but will be within one week of the initial misdemeanour.

Pupils can be issued with detentions during break, after school or on weekends during term time.

The school will decide whether it is necessary to inform the pupil's parents/carers.

When imposing a detention, the school will consider whether doing so would:

- Compromise the pupil's safety
- Conflict with a medical appointment
- Prevent the pupil from getting home safely
- Interrupt the pupil's caring responsibilities

8.2 Removal from classrooms

In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time.

Pupils who have been removed will continue to receive education under the supervision of a member of staff. This education will be meaningful, but it may differ from the mainstream curriculum.

Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the pupil is being unreasonably disruptive
- Maintain the safety of all pupils
- Allow the disruptive pupil to continue their learning in a managed environment
- Allow the disruptive pupil to regain calm in a safe space

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the headteacher / Deputy Headteacher's.

Pupils should be reintegrated into the classroom as soon as it is appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents/carers will be informed that their child is removed from the classroom.

The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class, such as:

- Meetings with behaviour and pastoral staff
- Use of teaching assistants
- Short-term behaviour report cards
- Long-term behaviour plans
- SEND and Inclusion Team involvement
- Multi-agency assessment
- Use of Alternative Provisions
- Directing offsite learning
- Managed Moves

Staff will record all incidents of removal from the classroom in the behaviour log, along with details of the incident that led to the removal, and any protected characteristics of the pupil.

8.3 Suspension and permanent exclusion

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the headteacher and only as a last resort.

Suspension procedures

In cases of a pupil being suspended from school, the following procedure will be followed.

- Circumstances of the incident will be as clearly established as possible and will always involve the suspended pupil.
- The suspended pupil will have the decision explained to them.
- The parents of the suspended pupil will always be contacted, and the decision will be explained to them clearly too.
- Parents will be invited into school for a re-integration meeting. This is usually at the time of the pupil returning to school.
- Upon their return to school pupils will be placed on a Pastoral Support Plan. This is a daily monitoring system which enables the pupil to work with their Head of House and the Behaviour Support Team on agreed targets and receive daily feedback from their teachers.

9. Responding to misbehaviour from pupils with SEND

9.1 Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will take its legal duties into account when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

The school will aim to anticipate and remove triggers of misbehaviour. Examples include:

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Adjusting requirements for a pupil with sensory issues
- Training for staff in understanding conditions such as autism
- Use of separation spaces (Link Room / Room 32 / Nurture) where pupils can regulate their emotions

When considering a behavioural sanction for a pupil with SEND, the school will consider whether:

- The pupil was unable to understand the rule or instruction
- The pupil was unable to act differently at the time as a result of their SEND
- The pupil was likely to behave aggressively due to their particular SEND

If the answer to any of these is 'yes', it may be unlawful for the school to sanction the pupil for the behaviour.

The school will then assess whether it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

9.3 Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents/carers to create the plan and review it on a regular basis.

9.4 Pupils with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the matter. If appropriate, the school may request an emergency review of the EHC plan.

The schools current EHCP Coordinators are:

KS3

Angela Parsons: angela.parsons@norfolk.gov.uk

KS4

Matthew Wigg: matthew.wigg@norfolk.gov.uk

10. Supporting pupils following a sanction

Following a sanction, the school will consider strategies to help the pupil to understand how to improve their behaviour and meet the expectations of the school.

- Meeting with Form Tutors and Head of House
- Meeting with and completing intervention work with the Behaviour Support or wider Pastoral teams
- Use of behaviour reports and Pastoral Support plans including personalised behaviour goals
- Creation of Positive Support Plans and / or Risk Assessments
- Meetings with Parents / Carers (including reintegration meetings if following a suspension)
- Restorative conversations with staff and / or other pupils

11. Pupil transition

11.1 Inducting incoming pupils

The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

11.2 Preparing outgoing pupils for transition

To ensure a smooth transition to the next year, pupils information is shared centrally for teachers to access.

To ensure behaviour is continually monitored and the right support is in place, information relating to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

12. Training

As part of their induction process, our staff are provided with training on managing behaviour, including training on:

- Training through line managers on behaviour strategies employed at the school.
- How to record behaviour
- The needs of the pupils at the school How SEND and mental health needs impact behaviour shared through student passports
- Introduction to our Behaviour Curriculum and 'The Aylsham Way' support document for staff

Behaviour management will also form part of continuing professional development.

13. Monitoring arrangements

13.1 Monitoring and evaluating behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom and Lates to school / lessons
- Attendance, permanent exclusions and suspensions
- Use of off-site directions and managed moves
- Incidents of searching and confiscation
- Perceptions and experiences of the school behaviour culture for staff, pupils, governors and other stakeholders (via anonymous surveys)

The data will be analysed from a variety of perspectives including:

- At school level
- By age group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle them.

13.2 Monitoring this policy

This behaviour policy will be reviewed by the headteacher and Aylsham Learning Federation Governing Board at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1). At each review, the policy will be approved by the CAA committee of the Governing Board.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the full governing board annually.

14. Links with other policies

This behaviour policy is linked to the following policies;

- > Child protection and safeguarding policy
- > Anti-Bullying Policy

Appendix 1: written statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy and behaviour curriculum is understood by pupils and staff
- Pupils are helped to take responsibility for their actions
- Families and carers are involved in the handling of behaviour incidents to foster good relationships between the school and pupils' home life

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the Aylsham Learning Federation Governing Board annually.

Appendix 2:-Aylsham High School Behaviour Curriculum



Aylsham High School Behaviour Curriculum

Our Values

- Self – help- we help people to help themselves
- Self – responsibility- we take responsibility for, and answer to our actions
- Democracy- we give our members a say in the way we run our organisation
- Equality- we are genuinely inclusive and pursue success for everyone
- Equity- we carry out our work in a way that is fair and unbiased
- Solidarity- we stand together and look after each other
- Openness- nobody’s perfect, and we won’t hide it when we’re not
- Honesty- we are honest about what we do and the way we do it
- Social responsibility- we encourage people to take responsibility for their own community, and work together to improve it
- Caring for others- we are a nurturing community that takes care of each other and we regularly support charities and local community groups

Our code of conduct

- Respect for yourself
- Respect for others
- Respect for the environment

Follow these simple guidelines to make sure your behaviour gives you and your classmates the best chance of success. Not following these steps is likely to see you losing valuable social time or time after school. In very serious cases it could lead to suspension or permanent exclusion.

Area of behaviour curriculum
<p>1. Looking the part and taking pride in your appearance</p> <ul style="list-style-type: none">a. You should wear the correct uniform at all times as specified on our website.b. White school shirts should always be tucked-in.c. Year 7-10 should wear their blazers around school. A blue V-neck is in addition to not instead of the blazer.d. Year 11 should wear their black jumpers around school.e. Top buttons of white shirts should always be done up and ties done right up to the top button.f. Ties should reach down to around the top of your navel (belly button). Short stubby ties will require retying.g. Skirts should be no more than 5 cm above the knee.h. The only jewellery permitted is a single pair of stud earrings.i. Whilst outdoor clothing, such as coats, can be worn between lessons it must be removed in lessons. You should still have your blazer or black jumper beneath your coat.

Area of behaviour curriculum
<ul style="list-style-type: none"> j. Always wear the correct school shoes/plain black trainers as specified on our website. Black. Waterproof. No coloured brand markings. k. Nail varnish must not be worn. No false nails should be worn. Make-up should be minimal. l. Even if you are not participating you will be expected to change for PE. PE have clean kit available should you forget yours.
<p>2. Being prepared- taking pride in your work</p> <ul style="list-style-type: none"> a. Make sure you always bring your basic equipment to school- at least one black pen, pencil, ruler, rubber, calculator, and your reading book. b. Have your equipment out ready at the start of every lesson. c. Prepare your bag the night before to make sure you have all your books, homework, and any specific kit you need for specialist lessons like PE. d. Write titles and dates neatly. Underline them with a ruler. e. Keep your books and booklets neat and tidy, and doodle and scribble free. That way they will be a better support for your revision. Present your written work neatly and clearly. f. Always get on with the task you have been set. Not doing so is likely to earn you a sanction. It's much better just to crack on with the work. g. Make sure you complete your homework on time and to a good standard. If there is an issue with completing work on time let your teacher know well in advance via email or in person.
<p>3. Being focused in class- showing respect for yourself and others</p> <ul style="list-style-type: none"> a. Always turn up to school and to your lessons on time. b. Always come into your classroom and get on silently with any task the teacher has prepared for you. c. Pay attention to your teacher. Be polite and respectful at all times. Sit quietly and face your teacher when they are talking. Whether it's your usual class teacher, a visiting teacher, or a cover supervisor you should be focused, polite, and respectful. d. Listen attentively to the teacher & any other person invited to speak as they have the right to be heard and you may be asked a question about what has been said. e. Always raise your hand to answer or answer a direct question when invited by a teacher. Never call out answers. f. Take an active part in all lessons- this includes using mini-whiteboards, taking part in discussions, doing practicals, doing think-pair-share, completing written work, doing quiet and whole class reading etc. The more involved you are the more things will potentially stick in your memory. g. Low level disruption will not be tolerated so make sure you stay focused and respond well when challenged if your behaviour is not up to scratch. If you don't you will risk losing your social time. It doesn't matter who is leading your class. They will feed back to us and we will issue sanctions. So do the right thing.
<p>4. Moving around the school- respecting each other's safety and our environment</p> <ul style="list-style-type: none"> a. Always walk on the left and in single file in the corridors and on the stairs. Lines down the middle of corridors and stairs help you to do this. b. The Wintle staircases are two-way. Make sure you walk in a single file on the left-hand side of the line as the stairs are narrow. You must not use the library as cut through.

Area of behaviour curriculum

- c. Always walk calmly and quietly around the school. You can talk quietly with your friends but no raised voices. There may well be lessons still going on and we don't want learning disturbed. This also applies to moving around the school at lunchtime.
- d. Always wait patiently for people in front of you to move. Never push or shove as it is incredibly dangerous and could lead to someone getting hurt.
- e. Always hold doors open for people behind you.
- f. When queuing for food always do so in single-file. Never push-in or push forward. It's very dangerous. Patience is a real virtue and keeps everyone safe. It also means things move more quickly. When queuing under the covered walkway you will queue in the yellow barrier area on the left-hand side and follow the yellow line under the covered walkway to ensure that the queue is safe.
- g. When entering assembly do so in a calm and quiet manner. Get yourself sat down and facing the front quickly. In house assemblies you will be in form register order.
- h. When in an assembly or listening to a guest speaker be silent and listen politely at all times. Never talk to your neighbour unless invited to do so by the person leading the assembly. Make sure any questions you ask are considered and respectful.

5. Showing respect for our wider environment

- a. Always put your rubbish in one of the bins provided. Blue general waste. Green for recycling.
- b. Make sure you return all reusable crockery and cutlery to the appropriate trolley so it can be washed up. Clean off food waste and stack like items together.
- c. Chewing gum is not allowed in school. If you are asked to dispose of it please do so in the appropriate bin.
- d. If you are sitting somewhere in the building during break or lunch make sure you are calm and that you leave the area clean and tidy at the end. We like it when you enjoy the building sensibly.
- e. Treat all equipment in all subjects carefully and return it in good condition at the end of a lesson. Resources are expensive and must be taken care of. There's nothing more frustrating than broken equipment when you are doing a task.

6. Using the toilets correctly and considerately

- a. Only use the toilets for going to the toilet or washing your hands. They are not social or heaven forbid dining areas.
- b. Do not gather in groups in toilets. They are not social areas.
- c. You must not vape or smoke in toilets. It is a non-smoking site for everyone.
- d. Do not eat or drop rubbish in toilets.
- e. You should try to go to the toilet during social time rather than during lessons. Teachers will let you go during lessons but we will monitor use. You will not be allowed to go to the toilet at the beginning of the lesson immediately after social time or during tutor time unless you have a medical need.
- f. You should not go to the toilet during lesson changeovers. Your priority is getting to your lesson on time. This should be reserved only for emergencies.
- g. Teachers will not let you leave a lesson to go to the toilet in the first 10 minutes of a lesson. This allows the changeover to be completed and classes to be registered.
- h. When you go to the toilet you must leave your phone on your desk. Your teacher will record on SIMs that you have gone to the toilet. You should go to the nearest toilet and return to lessons promptly. People who use the toilet too often may find themselves prevented from going during lesson time.
- i. Remember to flush the chain every time you use the toilet and leave the toilet tidy.

Area of behaviour curriculum
<ul style="list-style-type: none"> j. Use soap, toilet paper, and paper towels sensibly. Wasting resources costs money. k. Report any poor behaviour in the toilets (vaping/vandalism) to an adult immediately. Thankfully instances of this kind of behaviour are very rare and our community is brilliant at standing up for what is right. l. Let the site and cleaning team know if things need restocking such as soap or toilet paper or if anything needs repairing. m. You should fill your water bottles before school and at social times. Do not fill them after the break or lunch bell has gone or during lesson changeovers.
<p>7. How to respond if your behaviour is challenged</p> <ul style="list-style-type: none"> a. Always listen calmly and respectfully when a teacher or any member of AHS staff is raising an issue about your behaviour. They are simply doing their job. b. Avoid arguing as it will not help you and can turn a small issue into a big one. c. Follow the adult's instructions if they ask you to go outside or to go and work in another space. d. If a member of staff asks you to accompany them to an office or quiet space during an incident go with them. This helps to calm situations down and gives you a better chance of managing your behaviour away from the gaze of others. e. Be honest about your behaviour. You would be amazed how it can rebuild trust. f. Trust us as professionals to make sensible decisions about sanctions. We are not looking to be super harsh with you. g. If you have a 158 card use it sensibly. It's there to help you manage your behaviour and get back to learning.
<p>8. Showing respect for our wider community - being ambassadors for AHS</p> <ul style="list-style-type: none"> a. Always conduct yourself well when in our wider community and representing our school. b. Wear your uniform correctly at all times on the way to and from school. c. Be aware of other people using pavements and other public spaces. At the end of the day be particularly aware of families with young children and make sure they have plenty of room on the pavement. Walking in single file at these points often helps. d. Be careful crossing roads and using narrow pavements not to be unsafe and walk out in front of cars and other vehicles. e. If cycling to school you should wear a helmet. You should also ensure that your bike is in good working order and that you have lights during the winter. f. Do not smoke or vape in your uniform when travelling to and from school. Doing so will incur sanctions.
<p>9. Travelling on school and public transport</p> <ul style="list-style-type: none"> a. You should behave calmly and sensibly on all school transport b. Queue sensibly when waiting for your bus before and after school. c. Respect people's properties if you have to queue for the bus outside somebody's house. d. After school, when waiting for your bus to arrive, you must wait behind the white line and form a single file line. e. Always remember your pass or ticket f. Remain in your seat calmly at all times during the bus journey. g. Never behave in a way that might distract the driver. This could be very dangerous on Norfolk's narrow country roads. h. Students being picked up by car can be picked up at 3:25 in the front car park or 3:35 in the rear car park.

Area of behaviour curriculum

10. Taking care of each other

- a. Treat everyone, adults and children, with politeness and courtesy at all times. Never use foul or offensive language. It shows a lack of self respect and respect for others.
- b. Always extend particular courtesy to visitors to our community.
- c. Always respect others and never use discriminatory language. Discriminatory language includes amongst others- racist, sexist, homophobic, transphobic, anti-Semitic, Islamophobic, or anti-Christian language.
- d. Always report prejudice based incidents like those outlined above to an adult.
- e. Always report any worries you have to Friendly Faces, a prefect, or any member of staff. This applies to worries you have about bullying towards you or a friend. This holds true for both the online and offline world.
- f. Always report sexual harassment to an adult if you witness it or are a victim of it.

11. Using your mobile phone & headphones

- a. Having your mobile phone in school is a privilege and not a right. Not following the rules will result in a phone ban which could be permanent.
- b. Keep your mobile in your bag and on 'silent' during lessons. You may only have it out if your teacher gives you permission to use it specifically for school related work.
- c. Mobiles should be left in the classroom on your desk if you use the toilet during a lesson.
- d. **Mobile phones should remain in bags during lesson changeovers. Failure to do this will see your mobile confiscated and placed in the safe.**
- e. You can use your mobiles appropriately around the building at lunch and break-time.
- f. **Headphones and ear pods must not be worn whilst walking around the school buildings including at break-time and lunchtime. You can do this outside or whilst sitting in one place inside the building. You need to be able to hear what is happening and who is talking to you. Failure to do this will see your earphones confiscated and placed in the safe.**
- g. If you are in trouble we will contact home in the first instance. You must not ring home yourself. Ringing home yourself could potentially see you subject to a phone ban for misusing technology. For that reason we usually require students to place phones in the safe whilst we investigate behavioural issues.
- h. If you are in isolation you will have to hand your phone in. It will be stored in the safe.
- i. If you are unwell we will contact home via med bay. You must not ring home yourself. You must ask your teacher or an adult if you can go to med bay if you feel ill during a lesson. Ringing home yourself could potentially see you subject to a phone ban for misusing technology.

12. Areas that are out of bounds and where students should not gather:

- a. In autumn/winter once the field is out of bounds students should not gather:
 - On the field
 - In the area behind the Wintle Building
 - In the inside or outside areas near music
- b. In spring/summer once the field is back in use students should not go:
 - Beyond the orange tape near the main pedestrian gate on the field
 - Inside in the area near music
- c. All year round:
 - Students using the nurture building should only use the road on the swimming pool side of the school to walk between nurture and the main playground. They must not play in this area.

Area of behaviour curriculum
<p>- This road area between drama and nurture is out of bounds for all other students at all times.</p>
<p>13. Simple rules for outside play</p> <ol style="list-style-type: none"> a. No rough play or play fighting at any time. No contact rugby. b. Stay on your feet playing football. No sliding tackles. c. No piggy backs, lifting others, or gymnastics. d. People playing tag or chasing games must stay outside of the buildings and within the permitted play areas. e. Borrow balls and equipment from the sports leaders in the sports hall. There's no need to take another group's ball or to interfere with another group's game. Make sure you retrieve it if it goes over a fence. Make sure you return it at the end of the session.
<p>14. Search and screening</p> <ol style="list-style-type: none"> a. Senior staff at AHS have the right to search a student's possessions for prohibited and controlled items that may have been brought into school. Make sure you never bring the following into school as it could lead to suspension and potentially permanent exclusion: <ol style="list-style-type: none"> i. Vapes or cigarettes or smoking or vaping paraphernalia ii. Any controlled drugs or drug paraphernalia iii. Alcohol iv. Knives, bladed articles, or other items that may be used as a weapon. v. Energy drinks <p>Handing over prohibited items willingly and agreeing to a search will always be viewed favourably when deciding upon sanctions. All prohibited and banned items will be confiscated and placed in the safe. We will then contact your parents and ask them what they wish to do with them.</p> b. Where serious concerns exist around controlled drugs or items that might be used as a weapon and a search is refused we are obliged to contact the police. Should they carry out any search we will ensure that there is appropriate adult supervision.

The Aylsham Way- Our Four Behaviour Steps in Lessons

1. **A reminder** - Your teacher will have given you plenty of positive encouragement to do the right thing. If after a couple of chances to sort out the thing you are not doing right your teacher will issue you with a formal reminder of what you should be doing. This will be recorded privately and not on the big whiteboard. This is your first chance to put things right and change course. Your teacher may well ask if you need additional help to do this.
2. **A warning** - If after a reminder you do not start to do the right thing you will get a formal warning that you need to start doing the right thing. Take the opportunity to put things right and there will be no escalation, no increase in potential sanctions. This will also be recorded privately and not on the big whiteboard.
3. **A chat outside** - If your teacher asks you to go outside for a chat, understand that they are throwing you another lifeline to get things right. They want you to get it right and not to find yourself in detention. Hear them out. They will try to encourage you to do the right

thing. They are just doing their job and trying to maximise learning for you and for everyone in the class. Be smart. Turn it around. Your chat will be noted down privately and not shared on the big whiteboard. You are very likely to get a SIMS entry for this and worse if you don't turn it around as it could lead to removal.

- 4. Removal** - If you don't take the chances you are given someone will come and remove you from the lesson either to another class in the department you are working in or to behaviour support. If you go to another room in the department and turn it around you may incur a subject detention which is usually shorter than a break and lunch with the senior leadership team. If you don't turn it around or have to go to behaviour support you will lose your next available social time. Your removal will be noted on SIMs. Losing social time will be the punishment for removal. But it doesn't have to be that way as you had the chance to turn it around. So take the chances you are offered. For example try and turn things around and work after your removal to get it right. Whilst not avoiding detention it may save you some time in detention.

In some very rare instances serious misconduct, or unsafe behaviour might lead to an immediate chat outside or removal from lessons but we know that to be incredibly rare. Your teacher will use their professional judgement in these instances.

Appendix 3: Behaviour Guide



The Aylsham Way: Learning Together for Excellence

Whole school lesson routines

Start and end of the lesson/tutor time	Praise
<p>Upon arrival pupils enter the room in silence and get on with the Do Now/Recap 5 as quickly as possible. You do not have to line the whole class up before starting the entry process -</p> <ul style="list-style-type: none"> Teacher to greet the pupils individually as much as possible with positivity and warmth. If the teacher is not there pupils have to wait quietly outside the classroom until the teacher arrives and invites them in. If a colleague is free they can help by getting the class in and settled with books and equipment out. General uniform checking as pupils enter the classroom. All coats removed. This can be done once they are in the classroom. Seating plans in every lesson please. Focused on optimising learning. Pupils to get out the correct equipment and begin the Do Now/Recap 5 activity in silence. Registration to be done once class all in silence and well on task with the Do Now/Recap 5. This may take some initial 'chivvying' and positive narration. You may want to position yourself where you have good oversight of all learners. At the back. At the side. This ensures good take up of the initial task. Pupils to remain in silence during registration. Once the Do Now/Recap 5 is complete transition into the next part of the lesson. If a pupil is not present at the start of the register onwards they are late and teachers should update the register with an L code on SIMs (more than five lates in a week and they will be issued with an after school detention). pupils will be briefed to offer an apology for their lateness and then sit down and crack on. <p>Expectations –</p> <ul style="list-style-type: none"> Pupils to complete all tasks with effort and to the best of their abilities. Pupils are always expected to be respectful and not interrupt the teacher or each other. Pupils expected to ask and answer questions as required. 	<p>Praise, praise, and more praise!</p> <p>Never underestimate the power that praise, and positivity can have in transforming the classroom.</p> <ul style="list-style-type: none"> Stand at the door of the classroom and greet the children with a smile, praise and positively narrate the pupils who are getting it right both generally and by name. For those who aren't following expectations without using names, say that you are still waiting for some to get it right whilst heaping praise on those who are.. Make them feel that you are happy to be teaching them. More praise during the lesson for those pupils following lesson expectations, repetition of narrating the good behaviour will help remind those who are not displaying the expectations. Positive use of the board, only put up the names of those who are displaying excellent behaviour; do not put names of poorly behaved pupils on the board.] Use SIMs to give pupils positive points for good behaviour and work ethic - following the expectations. Remind them regularly of how proud you are that you're working at Aylsham High School, make them feel proud of their environment too. Commentate and narrate all positive behaviour, especially at transition times to remind what they should be doing until they are all doing it. Lots of positive encouragement and chivvying. <p>Praise, positivity, and manners are infectious. If we're all consistent in our approach and our responses, we will see a positive change in the children's behaviour.</p> <p>See guidance below for specific teacher scripts to be used at the start, during and the end of the lesson.</p> <p>Uniform</p> <p>Uniform expectations to be stated and narrated upon entry</p> <ul style="list-style-type: none"> Shirts tucked in Ties done up to the top button Blazers on unless permission given to remove Jewellery in line with policy Correct footwear (assume they have proper footwear in bag)

Start and end of the lesson/tutor time	Praise
<ul style="list-style-type: none"> • Pupils expected to look at the teacher whilst they are talking. This does not mean insisting on eye contact. • Pupils to follow all instructions promptly. <p>Finish the lesson 3 minutes before the bell, giving pupils time to pack away in silence and stand behind their chairs ready to be dismissed. Use this time for positive commentary and rewards and reminders of behaviour in between lessons.</p> <p>Tutor Time Tutor time will have the same classroom entry expectations as above. For assemblies, each tutor group lines up in silence in register order before leaving the room.</p>	<ul style="list-style-type: none"> • No coats on. They can be removed once they are in the classroom. • Subject teachers to record uniform lack of cooperation. This is only if the pupil refuses to rectify their uniform. Focus on the things they can change- shirt tucked in, tie done up etc. You can't provide a skirt if they have leggings on. • In lesson uniform checking to be done quietly and individually and in a way that doesn't bring the lesson to a halt or create a stand-off with an individual.

Script examples - (Consistency is key)	
<p>Start of the lesson</p>	<p><i>"Good morning/afternoon ..."; "Good to see you, how was your weekend?".</i> Set the tone of your lesson, make them feel welcomed and valued. Build rapport, describe expectations and narrate when you see it.</p> <p><i>"So many of you with uniform spot on, great, just a few to go" "thank you for looking great with shirts tucked in, ready to learn"</i></p> <p><i>"Sit down in silence, equipment out and do the Do Now/Recap 5 – we already have 4/5/6 doing it, thank you".</i></p> <p><i>"Excellent ..., I can see that you've got your equipment out in front of you and that you're ready to learn".</i></p> <p><i>"Nearly everyone is silent and working well – just need a couple more and we're there".</i></p> <p><i>"Only 2 mins since the bell and nearly everyone dressed properly, with equipment out, working in silence - brilliant"</i></p>
<p>If a pupil is late</p>	<p><i>"Hi Jimmy/Rosa. Come in, sit down and get your stuff out as quickly as you can please. Quickly get on with the Do Now please.</i></p> <p><i>*No point asking them where they have been or why they are late. Make sure you record them as late on SIMS with an L code.</i></p>
<p>During the lesson</p>	<p><i>"Eyes on me, ready to listen and learn". "Well done ..., excellent focus".</i></p> <p><i>"Fantastic answer!, can you add anything else".</i></p> <p><i>"I'm going to need all eyes this way so that you can see what I've got on the board and what we'll all need to take down into our books. Thank you."</i></p> <p><i>"Well done to those that are facing forward. Check that your eyes are on board please." "I need two more facing this way please"</i></p> <p><i>*If they ask to go to the toilet, ask them to give you a minute or two – "hang on, just give me a minute, just do a couple more minutes of work and I'll come back to you – Ok to hold on for a couple of minutes? Thank you" Then, a few minutes later - "Can you hold on until break time? If not, leave your phone on the desk and be quick. Use the nearest toilet to here (name location)."</i></p> <p><i>*Use your professional judgement to decide. Record toilet visits in SIMS, so we can identify those asking to go every or nearly every lesson. If they have a toilet card for medical reasons please let them go.</i></p>

Script examples - (Consistency is key)	
	<p>*If a pupil has their phone out in your lesson. "I'm going to need you to put your phone on my desk please. Thank you" try and do this privately, walk away and allow for take up time, keep it discreet.</p>
The end of the lesson	<p><i>"Please pack away and stand behind your chairs in silence". Then use time to give positive messages. "Well done for following the instructions so promptly". "Brilliant lesson today, let's keep that going into the next lesson too".</i></p> <p>*Finish the lesson and pack up 3 mins before the bell, this will give you time for positive messages and to hand out the rewards and complete reports. <i>"Lots of really hard work today folks thanks – well done – you really got through the work well and deserve real credit". " You contributed an excellent answer, have a credit". "I'm seeing a group really working well"</i> *Identify superstars and tell them why they are.</p> <p>*Give set messages – see below next section. Get them to leave in single file, <i>"Have a really good day everyone, great lesson".</i></p>
Movement around the school in between lesson instructions	<p>*In the 3 mins before the end of the lesson, remind the pupils of the expectations regarding movement around the school. <i>"Move sensibly and quietly to your next lesson. Keep to the left hand side of the line. Single-file on the stairs and keep left. Take the most direct route. This is not a break. Do not go to the toilet. Phones and headphones must stay out of sight. If you need the toilet, ask your next teacher but not straight away. If you need to go to see the pastoral team, go at break or lunch time. Thank you".</i></p> <p>*They can go to the toilet at break and lunchtime. See above for in lesson guidance about allowing pupils to go to the toilet.</p>
Correcting uniform	<p><i>"All coats off and uniform correctly worn thanks" "Shirt tucked in please. thank you". "Thanks for looking smart with your uniform correct and shirts tucked in" "Thanks for rolling down your skirt to the right length". "Thanks for removing any surplus jewellery as per the uniform expectations. No rings. No bracelets." "I'm seeing lots of excellently dressed people – looks great"</i></p>

Positive Behaviour Management

'In lesson' positive behaviour management 'process'. Focus on primary behaviours please – use all encouragements to focus on positive desired behaviour; pupil on task and concentrating on and completing the work. Do not move to the next stage (as set out below) quickly, and not until you have given the pupil every chance of getting it right using the advice below. Bring everything back to the expected primary behaviours.

1. All pupils to hear friendly and enthusiastic personalised greetings – set the tone with difficult individuals. Then, lots of generalised and specific positive narration at the start of lesson and during any transition point within the lesson to describe, reiterate and amplify the expected behaviours. Any pupil not quite managing it will receive personal positive encouragement/chivvying to get them on track if showing signs of being off task. If any pupil does not respond to several of these positive encouragements give them -

2. **A reminder-** *'This is a personal reminder that I need you to'* and remind them of the expectations and thank them for following your instructions. A pupil should receive at least two positive behaviour encouragements before being told they now have received a 'reminder'. Staff can also exercise professional judgement. **Make sure you use the word 'reminder'**. The encouragement you give should describe the desired primary behaviour. For example- "Let's focus on getting number 1 completed. That would be brilliant. Thank you!"

3. **A warning-** if the reminder and further positive encouragement do not result in improved behaviour, the pupil will be told privately they now have a 'warning'. *'Consider this a warning that you need to focus on the work please. Do you want to ask anything about what you should be doing? Can I offer you more help or explanation?'* **Make sure you use the word 'warning'**. Encouragements you give should describe the desired primary behaviour you want to achieve. Eg The pupil gets on quietly with the work.

4. **Removal to stand outside of the classroom briefly** - if a warning and further positive encouragement do not result in improved behaviour, the pupil will be asked to stand outside briefly. When asking the pupil to go outside let them know that the purpose of the conversation is to get things back on track. Ideally, if it is possible the teacher should accompany the pupil outside. Just sending a pupil out can lead to them just walking away if they think that will be out there for a long time and they cannot turn things around. Teacher to speak to pupil optimistically and restoratively, explaining what is required, telling them that as they have been asked to leave the classroom briefly and letting them know that further off task behaviour will result in removal and a detention either departmental or a whole school break and lunch detention. Dialogue to describe desired primary behaviour.

Script – "Jimmy/Rosa I need to have you paying attention in class please. You've had a reminder and a warning and the next step is just to have a minute out here to reassess and make sure we're ready to go when we come back in. We need to make sure that we're not being disruptive, whether that be to me, others or most importantly yourself. I know you're more than capable of doing this because you've shown me that many times before. (highlight an example of this to them). When we're back in the room I want to see you focused and on task doing your best. Is there anything stopping you from doing that? Is there anything that you think I've asked of you that is unfair?....ok good. What we don't want to happen is to escalate this to a break time detention. Now let's crack on with question 1 and in a few minutes I'll come round and see how you've got on."

5. **Removal from the lesson-** if pupil continues to behave poorly, the 'On Call' system will be used and the member of staff on call will remove the pupil for the rest of the lesson. The pupil will be escorted to the behaviour support room' or an agreed location in a department, for the remainder of the lesson. Removal from the class will result in a break and lunch detention either on that day or the day after, (Behaviour team to email/phone home) but class teachers and heads of department can follow up with parents and carers. If there are two removals in a day the pupil will spend further time in behaviour support.

Important - only record the highest level of behaviour on the system at the end of the lesson.

Aylsham High report system – for information

Stage 1: MONITORING REPORT – Tutor report / Subject report.

HoH to discuss at weekly Tutor meetings Behaviour data with highlighted concerns. pupils identified as requiring early intervention will be placed on Tutor report by form tutors. It is recommended that the report will run for 2 / 3 weeks. Concerns & actions should be recorded on the minutes of the meetings.

Prior to the report starting, Tutor to talk with the pupil & make contact with parents. Tutors may wish to hold a face to face or virtual meeting with the pupil & parents / carers. The purpose of the conversation / meeting is to discuss the concerns & reason for the report & set suitable targets. A record of the conversation / meeting must be made using the **Tutor Report meeting template**. The majority of this can be completed prior to making contact with parents.

Following the conversation / meeting, Tutor to set up the tutor report on SIMS and place the paperwork in the Behaviour & Intervention pigeon hole located in the staffroom (paperwork to be scanned onto CPOMS by admin officer for SEN). HoH to update the confidential email with names of new pupils on Tutor report.

The report should be completed by teachers each lesson & department sanctions issued where necessary (please refer to **report guidance** for more information). Form tutors should review the report, remind & encourage a pupil to attend any subject detentions.

Tutor to discuss the outcome of the report with HOH at the weekly tutor meetings. HOH to discuss concerns with the Pastoral team at team meetings.

Tutor to meet with the pupil & complete the **Review** section of the **Tutor Report paperwork**. Following the conversation / meeting, Tutor to place the paperwork in the Behaviour & Intervention pigeon hole located in the staffroom (paperwork to be scanned onto CPOMS by admin officer for SEN). Tutor will update parents as required until the pupil comes off report or the report is escalated to the next stage (HOH report)

This level of report will be monitored by form tutors and overseen by HOH.

Subject Reports can also be considered at this level which are overseen by the HOD. Parents to be contacted by departments.

Stage 2: Head of House Report

If the Tutor report is unsuccessful, HOH may decide to move a pupil onto HOH report, this should run for 2-3 weeks.

A face to face meeting will be held with HOH, pupil & parents / carers (tutor may also wish to attend). The outcome of the tutor report will be discussed, along with actions & targets for the new report. A record of the meeting must be made using the HOH Report meeting template. Following the meeting, HoH to place the paperwork in the Behaviour & intervention pigeon hole located in the staffroom (paperwork to be scanned onto CPOMS by admin officer for SEN). HoH to update the confidential email with names of new pupils on HOH report & share names with the Behaviour team who will set up the report & add names to the report boards in the staff room. Please give the Behaviour team at least 3 days notice, all HOH & PSP reports will start on a Monday.

The report should be completed by teachers each lesson & department sanctions issued where necessary (please refer to report guidance for more information).

The report will be reviewed by the Behaviour team each day & shared with HOH & SLT. pupils will be spoken to about concerns raised on the report, & where possible the team will support getting the pupil to department detentions if the details are recorded on the report.

Where necessary, a pupil will attend some Behaviour Intervention sessions. The Behaviour Support team will update & discuss with parents as required until the pupil comes off report.

HoH to meet with the pupil & complete the review section of the HOH Report paperwork. Following the meeting, HoH to place the paperwork in the Behaviour & Intervention pigeon hole located in the staffroom (paperwork to be scanned onto CPOMS by admin officer for SEN). HOH to discuss concerns with the Pastoral team at team meetings.

This level of report will be monitored and overseen by the HoH and Behaviour Support team.

Stage 3: Pastoral Support Plan (PSP)

If the HoH report is not effective or it is deemed a pupil is at risk of exclusion, following a discussion with the team, the HoH may decide to put a pupil on a PSP report. This is a more detailed plan that is also used when a pupil is returning from a suspension.

A meeting with a pupil & parents/ carers will be called to discuss the concerns, the outcome of the HoH report, along with actions & targets for the new PSP report. HoH, and a member of SLT will attend the meeting. PSP paperwork must be completed & reviewed by HOH & placed in the Behaviour & Intervention pigeon hole located in the staffroom (paperwork to be scanned onto CPOMS by admin officer for SEN). A Positive Behaviour Plan will be created by the Behaviour Intervention coordinator with the input from key staff. The pupil will attend regular timetabled Behaviour Intervention sessions.

The report should be completed by teachers each lesson & department sanctions issued where necessary (please refer to report guidance for more information).

The report will be reviewed by the Behaviour team each day & shared with HoH & SLT. HoH/ SLT sanctions will run alongside department detentions.

The PSP will be reviewed regularly by HoH. If concerns persist, parents should attend further meetings.

pupils on PSP report should remain on the agenda for the Pastoral Team meetings & concerns should be discussed with the team.

If a pupil successfully completes their PSP, a HoH may decide to take them off the report or move them back down to a HoH/ Tutor report. HoH to complete the review section of the PSP paperwork. Parents should be updated by the HoH or Behaviour Support team of any changes.

This level of report will be monitored and overseen by HOH and the Behaviour team.