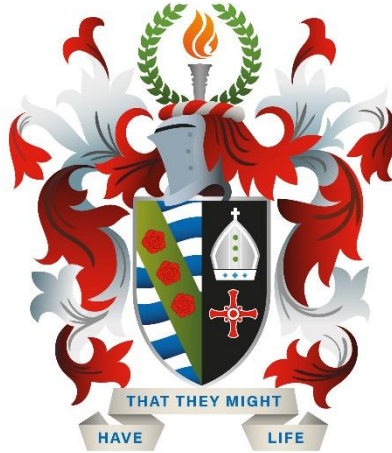




Saint Aidan's Church of England High School

Behaviour for Learning Policy

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BEHAVIOUR FOR LEARNING POLICY

Saint Aidan's seeks to create an environment in which effective learning and teaching can take place. Good discipline in all aspects of school life is essential in achieving our aim.

Teaching students the skills of self-discipline, co-operation, respect and tolerance are an important part of the curriculum and preparation for adult life.

Saint Aidan's Behaviour for Learning (BFL) policy is based on the principle that everyone in school has the right to be treated with respect. The Home School Agreement is used as the framework for this policy along with the School Behaviour Code.

1 HOME SCHOOL AGREEMENT

At Saint Aidan's we are committed to striving for excellence for each and every one of our students. Working in partnership with parents and carers we aim to create a safe, caring environment where each individual is valued and able to reach their full potential in all aspects of school life.

Student:

I will

- Support the Christian values of the school and respect each member of the school community;
- Attend all registrations and lessons regularly, punctually and properly equipped;
- Wear the correct school uniform;
- Behave in a self-disciplined manner at all times and keep to the school behaviour code;
- Look after the school and its surroundings;
- Work hard in class and complete all homework to the best of my ability and hand it in on time;
- Take home letters, reports and communications from school and give them to parents/carers;
- Follow ICT Internet rules.

Parents/Carers and Families:

I/We will

- Support the Christian values of the school, encouraging respect for all members of the school community;
- Ensure my/our child attends regularly and punctually wearing the correct school uniform and is properly equipped;

- Provide information promptly to explain absences;
- Support the school's policies, guidelines and sanctions for behaviour and uniform;
- Attend Parents' Evenings to discuss my/our child's progress;
- Respond promptly to all communications from School;
- Actively support the learning of my/our child at home;
- Ensure holidays will not be taken in school time;
- Support the school's policy on travelling to and from school.

The School Staff:

We Will

- Value and respect each child as an individual based on Christian values;
- Seek to provide a safe, secure and stimulating learning environment to challenge all students to achieve;
- Provide a broad and balanced curriculum to enable students to achieve their full potential;
- Recognise and reward progress and achievement and actively engage parents in the process of target setting for improvement;
- Set, mark and monitor homework, providing facilities for completion if necessary;
- Report regularly on progress and achievement and arrange Parents' Evenings to discuss this information;
- Contact parents/carers if there is any problem with attendance, punctuality or behaviour;
- Keep parents/carers informed about general school matters through newsletters, email and other correspondence;
- Respond promptly to any communications from parents.

2 SCHOOL BEHAVIOUR CODE

Rights and Responsibilities

- *Every student has the RIGHT to learn;*
- *Every teacher has the RIGHT to teach;*
- *Everybody has the RIGHT to feel safe;*
- *Everybody has the RIGHT to dignity and personal respect;*
- *It is the RESPONSIBILITY of every member of the school to protect these RIGHTS.*

These rights and responsibilities will be taught, displayed in every classroom and referred to when necessary throughout the year.

3 USE OF THE REWARD SYSTEM TO SUPPORT GOOD BEHAVIOUR

At Saint Aidan's Church of England High School we recognise the importance of praise and reward. As teachers we seek to promote and reinforce our expectation of students at any given and relevant opportunity.

Praise rewards the deserving. It can inspire those who may be struggling and it can motivate those who may be disenchanted.

There should be consistent application of the Rewards Policy across departments, year groups and from teacher to teacher.

Rewards

Lesson reward

R1 Excellent work in class/excellent homework

R2 Star of the lesson

Out of lesson reward

R2 School event/extra-curricular activity

R3 Postcard home

R4 Director's commendation

R5 Head's commendation

4 CONSEQUENCES

Sanctions are needed to respond to undesirable behaviour. However, prior to any sanction being issued a range of strategies (see Teachers' Toolkit in appendix) will have been actioned by the teacher.

A range of sanctions is clearly defined below. It will be made clear why a sanction is applied and what changes in behaviour are required to avoid future sanctions. The procedures make a clear distinction between the sanctions applied for minor and major offences.

C1 First formal verbal warning

- This will be made in a controlled manner, the words "first warning" to be explicit.

- Students will be informed that they have a choice. If they choose to continue with their misbehaviour a C2 will be given.

C2 Second formal verbal warning

- This will be made in a controlled manner, the words “second warning” to be explicit.
- The teacher will remind the student that he/she has made the choice to continue misbehaving.
- The teacher will address the misbehaviour with the student at the end of the lesson.

C3 Class Teacher’s Detention

- This will be made in a controlled manner, the word “detention” to be explicit.
- The teacher will remind the student that he/she has made the choice to continue misbehaving resulting in the detention.
- The detention will be held at either break or lunchtime at the teacher’s discretion.
- **REASONS FOR THIS SANCTION MUST BE RECORDED ON SYNERGY TO INFORM BEHAVIOUR MONITORING.**

IF THE STUDENT CHOOSES TO CONTINUE WITH THE MISBEHAVIOUR A C7 WILL BE GIVEN.

AT THE END OF THE LESSON THE FINAL CONSEQUENCE GIVEN MUST BE RECORDED ON SYNERGY.

C5 Formal Behaviour Monitoring

Colour coded card system; students identified by Form Tutor, Head of Year and Behaviour Manager.

Green	Form Tutor
Blue	Behaviour Manager
Yellow	Head of Year
Orange	Assistant Head
Red	Deputy Headteacher/Headteacher

C6 Removal from lesson within the Faculty

This could take place under two circumstances:

In the first circumstance, a student has shown poor behaviour in the classroom and sanctions C1-C3 have already been used. At this point, misbehaviour would generally mean that the student would be removed to the IEU and given a C7.

However, if a suitable alternative class within the Faculty is available AND the class teacher feels that this may send a suitable message to the student, he/she may be removed to a colleague's room for some or all of the remainder of the lesson. This should be recorded as a C6 with a clear reason attached.

In the second instance, a prior agreement has been made for a student to work in a colleague's room for one or more lessons due to previous poor behaviour. This should be recorded as a C6, but no negative points should be attached (please alter the attached points to 0 in this case).

C7 Severe Behaviour resulting in removal from lesson to the IEU

Detailed reasons for removal must be recorded as soon as possible. This will then aid the Behaviour Manager, Head of Faculty, Year Head and SLT in planning future action.

Examples of severe behaviour:

- Repeated defiance of staff instructions;
- Use of violent or threatening behaviour;
- Severe verbal abuse towards other students or staff;
- Any form of dangerous behaviour that threatens personal safety.

Any student who receives a C7 removal should then participate in a "repair and rebuild" meeting, involving both the class teacher and the Faculty Director or Subject Leader as soon as possible after the incident. The result of this meeting will be logged on SYNERGY ("Outcomes") and thus attached to the original incident for future reference.

5 INCLUSION

Inclusion is when a pupil is separated from the rest of the school and must work away from their class for a fixed amount of time. This will take place in our Internal Education Unit (IEU), supervised by a member of staff at all times. Where appropriate and possible, work is sent over by the relevant class teacher; where this is not possible, additional materials are provided in the IEU.

The student will remain in IEU during break and lunchtimes for the duration of this inclusion period.

Students may receive this sanction for a single incident deemed more serious than those bringing about other sanctions, but not sufficient to warrant suspension. Likewise, students will be placed in I.E.U. for a fixed period of time if they receive three C7 sanctions (removal from class) in a short period of time. Parents are contacted electronically to tell them of the school's decision to issue this sanction.

6 FIXED-TERM SUSPENSION

A fixed-term suspension is when a student is suspended from school and must remain home for a fixed amount of time. This should be for the shortest time necessary to ensure minimal disruption to the child's education, whilst mindful of the seriousness of the behaviour.

A decision to suspend a pupil, either internally or externally, for a fixed period is seen as a last resort by the school. The physical and emotional health of our students and staff is our primary concern, and we therefore accept, that in some serious situations, suspension may be necessary, if all other strategies have been exhausted.

The length of a suspension will depend upon a number of factors, such as the severity of the incident, and the likely impact on the child's learning and ability to succeed on returning to school. Such decisions will be made in the best interests of the child, whilst also mindful of the need to maintain order and reinforce the rules and expectations of the school in a clear and consistent way.

The reasons for this kind of suspension may be cumulative or a one-off serious incident. Typically, these may include persistent bullying, aggressive behaviour towards other members of the school community, prejudice or hatred towards others, possession of unauthorised items or seriously affecting the safety of others. Where the suspension is a result of a combination of incidents, it would be imposed only when the school had already offered and implemented a range of support and management strategies.

When a student is suspended in this way, the reason and length of suspension is communicated to the parent both in writing and via telephone. Parents do have the option to appeal against any fixed-term suspension; details of how to appeal to Governors are included in all suspension letters.

7 PERMANENT EXCLUSION

A permanent exclusion is when a student is permanently excluded from school and not allowed to return. This is a very serious decision and the Headteacher will consult with Senior Leaders and Chair of the Governing Body as soon as possible in such a case.

Permanent exclusion may be the result of persistently poor behaviour or a serious single incident.

In the case of a permanent exclusion for persistently poor behaviour, the Headteacher will have satisfied herself that all other possible avenues have been investigated and that this is the only option remaining. One-off incidents which would trigger a permanent exclusion include those of extreme violence, possession of weapons and possession of drugs although this list is not exhaustive.

As with fixed-term suspensions, parents will be informed by telephone and in writing when such decisions are taken and will have leave to appeal, explained in the paperwork that they receive.

8 ADDITIONAL INFORMATION

In all cases where inclusion or external suspension is a possibility, the Headteacher or a designated Senior Leader will investigate the alleged incident and consider all evidence to support the allegation, taking account of the school's policies. The student will be encouraged to give his/her version of events and the member of staff investigating will consider the circumstances in which the alleged incident took place.

The Governing Body will be informed of all suspensions on a termly basis; and additional consultation may also take place about key incidents with the Chair of Governors.

If the Headteacher decides to suspend a pupil she (or another Senior Leader) will:

- ensure that there is sufficient recorded evidence to support the decision;
- explain the decision to the student if the student is in the state of mind to listen to the decision;
- contact the parents, explain the decision and ask that the child be collected;
- send a letter to the parents confirming the reasons for the suspension, whether it is a permanent or temporary suspension;
- the length of the suspension and any terms or conditions agreed for the student's return;
- in cases of more than a week's suspension, ensure that an alternative centre for the student's education to continue is provided (often another local school) and that appropriate work is set;
- plan how to address the student's needs and integration back into their class on his/her return;
- plan a meeting with parents and student on his/her return to be conducted by a suitable senior member of staff.

9 OTHER SANCTIONS

There may be occasions when the class teacher needs to inform the Form Tutor/Head of Year about lack of homework/equipment and incorrect uniform. Using these sanctions will give an overview of a student's lack of organisation across the curriculum. F1 and F2 sanctions do not accrue minus points.

F1 Lack of equipment;

F2 Poor uniform;

C1 Failure to attempt/complete/hand in homework;

C2 Repeated failure to attempt/complete/hand in homework.

Out of lesson sanctions (breaks, lunchtimes, school trips etc.)

- C1** Poor behaviour;
- C2** Repeated poor behaviour;
- C3** Persistent poor behaviour;

Punctuality to School

The vast majority of students arrive on time for the start of the school day (8:35am) however some students occasionally arrive after the school day has begun. This can be for valid reasons such as attending a medical appointment but can also be due to poor organisation such as missing a bus or oversleeping. At Saint Aidan's we want to ensure all our students are equipped with the skills for life beyond school and this includes punctuality.

- Students arriving to school after 8:35am without a valid reason will be given an L1 sanction. This will appear on their behaviour log on Synergy as -1 and a fifteen-minute lunchtime detention will be given for the same day.
- If a student fails to attend the detention an L2 sanction will be given which means the detention becomes a thirty-minute detention on the following day.
- Failure to attend this detention will result in an L3 sanction and the student will be collected from their period 4 lesson to spend the duration of lunchtime in the IEU (1:20pm-2pm).
- Students who are persistently late to school will require further support and intervention which may involve contact with parents/carers by a Head of Year or a member of the Attendance Team.

Punctuality to Lessons

Students at Saint Aidan's predominantly arrive on time to the start of form time each morning (8:35am) and their lessons. On occasion a student might arrive late to form time or a lesson for a valid reason such as being kept behind by a member of staff, attending a meeting or running an errand. Students also arrive late because of avoidable reasons such as chatting with friends between lessons or taking detours around the school buildings. When this happens a student will receive a late mark in the register and may be given a late sanction (L1).

- Students can be judged as being late to lesson if they:

1. Have arrived after the second bell at the end of break or lunch
 2. Have arrived more than four minutes late to the start of periods 1, 2 or 4
 3. Are obviously much later arriving than the rest of the class, e.g. the period 2 classroom is next door to a student's period 1 classroom and they arrive three minutes into the lesson
- Students arriving late to lesson will have their attendance marked with an 'L' code on Synergy by their teacher. The number of minutes late and reason will also be recorded.
 - A member of the Attendance Team will review all lates to lessons at the end of each day and will add an L1 sanction to Synergy for all students with avoidable reasons.
 - An L1 sanction includes a fifteen-minute lunchtime detention, given for the following day. This will appear on Synergy and on the student's behaviour log.
 - If a student fails to attend the detention an L2 sanction will be given which means the detention becomes a thirty-minute detention on the second day after the lateness.
 - Failure to attend this detention will result in an L3 sanction and the student will be collected from their period 4 lesson on the third day after the lateness, to spend the duration of lunchtime in the IEU (1:20pm-2pm).
 - Students who are persistently late to lessons will require further support and intervention which may involve contact with parents/carers by a Head of Year or a member of the Attendance Team.

More Serious Issues

Some issues fall outside the normal parameters of this policy. A student found with cigarettes, vapes or vaping products, alcohol, and/or illegal substances will be dealt with by the Senior Leadership Team.

Inclusion, suspension or permanent exclusion may be used.

Additional Information on the use of Mobile Telephones in School

Please Note: The following guidelines cover ALL electronic gadgets brought into School

The vast majority of Saint Aidan's students carry their mobile phones responsibly and respect the rules regarding their possession in School; however, a small minority do fall foul of our expectations. We want to ensure that the learning of all our students is not affected by inappropriate use of phones. Therefore, we have drawn up a clear set of guidelines as to what will happen if a student ignores the rule about mobile phones in School.

- 1 Envelopes are available at Reception. These will have spaces for staff to write the student's name, form, date/time phone confiscated and member of staff.
- 2 Mobile phones must always be switched off (not on silent mode) and kept out of view in the student's bag. If a student has a phone out in class or in view without the teacher's permission in class or around school, staff will confiscate the phone, place it in the envelope, complete the details on the front and hand to Reception.
- 3 Whoever is on Reception will enter the details into a log and the phone will be kept safely at Reception as this is an area of the school that is staffed throughout the school day.
- 4 The student may have their phone returned at 3pm if it is the first offence. The phone may only be returned by a member of the Leadership Team. This is logged in Synergy as a C1 Sanction.
- 5 If it is a second offence, the phone will be returned at 3pm, but the student will serve a lunchtime in Inclusion (IEU). This is logged as a C3 Sanction on Synergy.
- 6 In the event of further offences, the phone will again be returned at 3pm, but the student will serve a whole day in Inclusion (IEU). This is logged as a C7 Sanction on Synergy.

- 7 All phone related infringements are visible to parents and carers through a student's Synergy behaviour record.
- 8 A senior leader will be available at 3pm to return phones; in his absence, Reception will contact another member of the Leadership Team to return the phone.
- 9 Students will also be expected to hand over mobile phones at the start of any detention or period of isolation; these will be returned at the end of the detention/isolation. In the case of isolation, these should be stored at Reception but not logged as a confiscation. For detentions, they should remain on the teacher's desk under the teacher's supervision.
- 10 At no time will a member of the Administration Team be asked/expected to return the phone.
- 11 The leadership team are the only staff who return phones to students/parents.

10 OFF-SITE BEHAVIOUR

The provisions of this Policy will also apply in relation to behaviour off-site whilst on school business (for example school trips, sports fixtures, work experience etc.) and also where there is a clear link between the behaviour and the maintaining of good order and discipline within the school. In appropriate circumstances, the provisions of the Policy will also extend to cover the conduct of students when they are not on school premises and not under the control or supervision of a member of staff.

Saint Aidan's expects the highest standards of behaviour from its students when representing the school off-site. This includes behaviour when students are on school trips, sports fixtures, work experience, travelling to and from school, or behaviour when recognisable as a member of our school. It also includes behaviour of students who are studying elsewhere for part or all of the week but who remain either single or dual rolled at Saint Aidan's.

The school reserves the right to use its reward system to recognise good behaviour, or implement sanctions to students whose behaviour spoils the reputation of Saint Aidan's.

11 CONFISCATION AND SEARCHING

Saint Aidan's has the right to search, with their consent, students and their possessions, for items banned under the school rules. In other situations, Leadership has the right to search, without their consent, students and their possessions, where they suspect

prohibited item such as knives or weapons, alcohol, vapes or vaping products, illegal drugs and stolen items. Saint Aidan's can seize any banned or prohibited item found as a result of a search or which they consider harmful or detrimental to school discipline; the school will also involve other authorities where necessary.

Staff may reasonably ask students to turn out their pockets / bags etc. or hand over any item which may contravene the school's expectations or cause disruption. Should a student unreasonably refuse to cooperate, the school will use its legal power to discipline the student.

In the case of mobile phone confiscation, staff must not search through the phone or access text messages without the student's permission. It may be reasonable for staff to ask a student to reveal a message / video but if the student refuses, the request cannot be enforced. In such circumstances, parents will be contacted and further legal advice sought.

Vaping has become an increasing problems amongst young people in recent years. This has caused problems in Saint Aidan's. Vaping on the school premises or on buses to and from school, is anti-social and unfair to other students. The potential health risks associated with vaping by school age children are not yet fully known.

In order to prevent this problem, the school reserves the right to search those who may be involved in vaping. Students who we have good reason to believe have been vaping, or who are in possession of vaping materials will be sanctioned. Sanctions used include inclusion and suspension from school. This applies to the whole school site and to students travelling to and from school. Similar sanctions will apply to students who enter a toilet cubicle or toilet designed for one user in groups, as we will assume that vaping is taking place. Any confiscated vapes or vaping equipment will be disposed of safely - these will not be returned to students or parents. Confiscated vapes may also be handed over to the Police for further investigation. Vaping and vaping materials have no place at Saint Aidan's.

12 PHYSICAL INTERVENTION POLICY

Saint Aidan's is committed to a calm and purposeful working environment whereby both students and staff feel safe and able to focus on teaching and learning. Staff and students work hard to maintain these standards and many issues can be anticipated and dealt with at an early stage. However, we recognise that there might be situations whereby physical intervention could be considered.

Section 93 of the Education and Inspections Act 2006 enable school staff to use such force as is reasonable in circumstances which prevent a student from:

- a.** committing any offence;

- b.** causing personal injury to, or damage to the property of, any person (including the student); or
- c.** prejudicing the maintenance of good order and discipline at the school or among any students receiving education at the school.

However, such 'physical contact' is of a last resort and all other reasonable measures to defuse a situation should be used. Staff need to beware of sensitivities associated with any form of physical contact with students. In addition, staff actions should be in keeping with Child Protection, Health and Safety and Behaviour for Learning policies.

The School believes that there are a number of measures which help reduce the likelihood of situations arising where the power to use force may need to be exercised:

- a.** creating a calm, orderly and supportive school atmosphere;
- b.** developing effective relationships between students and staff;
- c.** developing Social and Emotional Aspects of Learning (SEAL);
- d.** using positive behaviour management;
- e.** foreseeing many challenging behaviours and de-escalating incidents if they do arise;
- f.** managing individual incidents well such as communicating calmly, using non-threatening behaviours and ensuring the student can see a way out of a situation;
- g.** warning a student that force may have to be used;
- h.** sharing risk assessments and plans for individual students.

The Education and Inspections Act 2006 allows teachers or any other person whom the Headteacher has authorised to use these powers. In challenging situations 'on call' staff should have been called alerting senior staff to the incident. There may be the need to call the police. The decision to use force will depend on the circumstances of each case and teachers will need to make a judgement. This may depend on the seriousness of the incident (what injury, damage or disorder may happen if force is not used?); the chances of managing the situation by other means and/or the relative risks associated with physical intervention compared with other strategies.

Examples of situations that may call for judgements of this kind could include: A student attacking a member of staff or student; students fighting with a risk of serious injury; student committing damage to property; or other situations whereby there are risks to the safety of students and staff.

Before using force staff should:

- a. communicate to the student in a calm and measured manner telling them to stop behaving unacceptably;
- b. make it clear that physical intervention may be necessary.

The types of force used could include:

- a. passive physical contact blocking a student's path;
- b. active physical contact such as leading a student by the hand or arm, ushering a student away by placing a hand in the centre of the back;

All incidents involving any form of significant physical intervention must be reported straight away to the Headteacher or, in their absence, the Deputy Headteacher.

The teachers involved must record the incident as soon as it is practical to do so. Senior staff will advise on the nature of the record. It will be important to record all facts as well as explaining why such physical intervention was used. The record must be passed to the Headteacher. A member of senior staff will make contact with parents of the student(s) involved. The Governing Body will be informed in line with reporting arrangements. Staff and students may need first aid and emotional support and arrangements can be put in place. Complaints from parents and students will be dealt with in line with the school's Complaints Procedures. Allegations against staff will be managed in line with Safeguarding guidance. Senior staff will liaise with external agencies where appropriate.

13. Child on Child Abuse

Child-on-Child abuse is defined as abuse between children under 18 years of age. Saint Aidan's has a zero-tolerance approach to abuse, including child-on-child abuse. The school will refer to the specific guidance in Keeping Children Safe in Education 2025 Part five: Child on Child Sexual Violence and Sexual Harassment and Lancashire Procedures.

All staff will be aware that child-on-child abuse can occur between pupils of any age and gender, both inside and outside of school, as well as online. All staff will be aware of the indicators of child-on-child abuse, how to identify it, and how to respond to reports. All staff will also recognise that even if no cases have been reported, this is not an indicator that child-on-child abuse is not occurring. All staff will speak to the DSL if they have any concerns about child-on-child abuse. All staff will understand the importance of challenge inappropriate

behaviour between peers and will not tolerate abuse as “banter” or “part of growing up”. Child-on-child abuse can be manifested in many different ways, including:

- Bullying, including cyberbullying and prejudice-based or discriminatory bullying
- Abuse in intimate personal relationships between peers
- Physical abuse – this may include an online element which facilitates, threatens and/or encourages physical abuse
- Sexual violence – this may include an online element which facilitates, threatens and/or encourages sexual violence
- Sexual harassment, including online sexual harassment, which may be standalone or part of a broader pattern of abuse
- Causing someone to engage in sexual activity without consent
- The consensual and non-consensual sharing of nude and semi-nude images and/or videos
- Upskirting
- Initiation and hazing-type violence and rituals, which can include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element.

All staff will be clear as to the school’s policy and procedures regarding child-on-child abuse and the role they must play in preventing it and responding where they believe a child may be at risk from it. All staff will be made aware of the heightened vulnerability of pupils with SEND, who evidence suggests, are more likely to be abused than their peers. Staff will not assume that possible indicators of abuse relate to the pupil’s SEND and will always explore indicators further. All staff will be made aware of the heightened vulnerability of LGBTQ+ pupils, who evidence suggests, are also more likely to be targeted by their peers. In some cases, pupils who are perceived to be LGBTQ+, regardless of whether they are LGBTQ+, can be just as vulnerable to abuse as LGBTQ+ pupils.

The school’s response to sexual violence and sexual harassment between pupils of the same sex will be equally as robust as it is for incidents between children of the opposite sex. Pupils will be made aware of how to raise concerns or make a report and how any reports will be handled. This includes the process for reporting concerns about friends or peers. Pupils will also be reassured that they will be taken seriously, be supported, and kept safe. This process will be continually reviewed by the DSL.

The school’s procedures for managing allegations of child-on-child abuse will always consider:

- the wishes of the victim in terms of how they want to proceed
- the nature of the alleged incident • the ages of the children involved
- the development stages of the children involved
- any power imbalance between the children
- is the incident a one-off or a sustained pattern of abuse
- are there ongoing risks to the victim, other children, school staff
- contextual safeguarding issues. Following a report of sexual violence, the DSL (or deputy) will make an immediate risk and needs assessment, considering:

- the victim
- the alleged perpetrator
- all other children (and if appropriate adult students and staff)
- Risk assessments (if required) will be recorded and kept under review as a minimum termly
- Refer to Guidance in Keeping Children Safe in Education Sept 2025, Part 5.

Where relevant, risk assessments will be written, informed by the voice of the children involved, consulted on with parents and shared on a need-to-know basis with relevant staff. and kept under review as a minimum, termly.

14. School Uniform

At Saint Aidan's we strive to maintain the highest standards of uniform at all times. Our uniform expectations are clearly laid out on the school website and reiterated regularly during the school day. Should students fail to wear uniform correctly a number of actions may be followed including:

- requiring student to wear uniform provided within school
- contacting home and asking that either the correct item is brought into school or that the student returns home to obtain the correct uniform
- removal of items such as make-up and/or jewellery
- isolation in the school's Internal Education Unit until such time as uniform issue is corrected
- addition of sanctions in Synergy to the student's behaviour record
- meetings with parents to address repeated uniform defiance

A high standard of school uniform reflects pride in our school and a commitment to excellence. Wearing the uniform correctly helps create a sense of equality and belonging, ensuring all students feel included and focused on their learning. It also prepares students for future environments where professionalism and attention to detail are important. By maintaining excellent uniform standards, students represent both themselves and the school in a positive and respectful way.

As is set out in our school policy 'Behaviour for Learning', sanctions may be recorded on Synergy for uniform defiance. The usual sanction for a uniform infringement will be an F2. Repeated defiance

(shown by multiple F2 sanctions) may result in a detention. If a student is rude or argumentative during a discussion around their uniform and appearance the sanction may be increased. This will be at the school's discretion in discussion with staff involved.

In many instances of uniform defiance, students can easily rectify their uniform or appearance. This may be by being offered a suitable piece of uniform from the school's stock (such as a pair of school shoes) or by being asked to remove the issue (such as make up, jewellery, a hoodie for example). If students are asked to rectify their uniform but

refuse to do so, they will be placed in IEU or sent home to amend their uniform or appearance.

School will have the final say on what constitutes acceptable uniform or appearance in line with this policy.

TEACHERS' TOOLKIT OF BEHAVIOUR MANAGEMENT STRATEGIES

BEING AN EFFECTIVE CLASSROOM LEADER

The behaviour of the teacher definitely affects the behaviour of the students. The teacher is responsible for setting the correct example in the classroom. Below are a number of strategies that may be helpful in establishing the very best learning environment for all our students.

Before getting into the language of choice and issuing sanctions, set the tone for the lesson by attempting to achieve the following:

- ✓ **Be on time**
Get there before the class and make them welcome as they come in
- ✓ **Be organised**
Have the resources out on the desks and work/objectives already on the board
- ✓ **Be prepared**
Put most of your effort into the first 10 minutes; always have plenty of varied tasks
- ✓ **Be calm**
Use eye contact and hand gestures wherever possible
- ✓ **Be positive**
Do not allow any negativity during the lesson
- ✓ **Be friendly but not a friend**
Learn students' names quickly, then their strengths and weaknesses
- ✓ **Be polite and respectful**
Remember that they are teenagers, often "with baggage"
- ✓ **Be confident and professional**
Never let your own standards slip
- ✓ **Be interesting**
Enthuse about your subject
- ✓ **Be caring yet firm when necessary**
Let them know that their progress is important to you
- ✓ **Be pleased when students succeed**
Praise the unexpected as well as the expected
- ✓ **Be spontaneous and adaptable**
Be prepared to "think on your feet" and change direction if needed
- ✓ **Be disappointed with misbehaviour not angry**
Doing this shows that you care

✓ ***Be human***

Laugh with them at your mistakes

✓ ***Be one step ahead***

Keep alternating and changing tactics, strategies and approaches

OTHER HELPFUL STRATEGIES

- ✓ Establish a prompt, calm and orderly start to the lesson
- ✓ Develop and maintain a positive rapport with the students taught
- ✓ Be clear about classroom rules and set clear parameters for behaviour
- ✓ Make sure students know expectations
- ✓ Gain the student's attention quickly when needed to without raising your voice for protracted periods of time
- ✓ Treat the students consistently, with respect and consideration
- ✓ Adhere to the school and departmental discipline policies and observe specific agreed classroom rules
- ✓ Speak assertively, never aggressively
- ✓ Be active, not passive, about establishing the code of conduct expected, stressing the "Dos" and not the "Don'ts"
- ✓ Use sanctions consistently and sparingly
- ✓ Maintain a sense of proportion
- ✓ Use humour to diffuse confrontational situations when appropriate
- ✓ Not be distracted by minor matters
- ✓ React calmly when dealing with challenging behaviour
- ✓ Exude confidence and positive expectations for behaviour
- ✓ Avoid sarcasm
- ✓ Enjoy each day and avoid stress whenever possible

SOME DON'TS

- X ***Don't interrupt the start of your own lesson***
Tactically ignore make-up, uniform, homework, lateness issues at the start whilst you are talking to the whole class. Deal with them later quietly when the students are working independently
- X ***Don't allow the students to interrupt the start of your lesson***
Defer any "pressing issues" until later in the lesson; have spare pens, paper etc. to hand
- X ***Don't bring your own bad mood or negativity to the lesson***
- X ***Don't become predictable***
The students will soon get one step ahead of you if you do
- X ***Don't be seen to have favourites***
Be consistent with both praising and reprimanding
- X ***Don't back students into a corner***
Always give them alternatives
- X ***Don't shy away from repeating rules and routines***
This is time well spent at the start of the year