



The Angmering School

Ambition
Respect
Courage

Behaviour Policy 2024

Ratified at FGB Nov2024
Review due Oct2026
inc addendum ratified 11.03.25

Mission statement

We aim for no less than becoming a world class school, where all students make excellent progress, contribute positively to their communities and develop a lifelong love of learning. In order to achieve this, we need a simple and accessible behaviour policy which propagates a rights respecting and socially responsible culture within our community, whilst offering meaningful and desirable intrinsic and extrinsic rewards which are accessible for all students. We must also never lose sight of safeguarding and staff wellbeing within the management of behaviour, with all practices and policies inextricably tied to these considerations.

Philosophically, our policy will be tied to our core values of ambition, respect and courage, underpinned by the concepts of rights, responsibility and respect as well as community cohesion. Through the application of our policy, we will also always maintain the discourse of the fundamental British Values of democracy, tolerance and celebration of diversity, personal freedom, equality of opportunity and rule of the law so that there is a focus on developing the whole child who is both principled and critical. Our students will take the values and philosophies with them when they leave our doors at the end of each day and when they leave us at the end of five, or seven years.

Introduction

At The Angmering School we promote a high performance culture. To ensure this is embedded within our school, we have a behaviour curriculum that is designed around our 3 core values of Ambition, Courage and Respect . The curriculum encapsulates our aims, our specific school learning behaviours, our monitoring systems, our use of explicit teaching and our character education. Our curriculum is research driven and underpinned by our home school agreement.

The Angmering School Learning Behaviours

We believe in disruption free learning. To achieve this, we have clear learning behaviours that when mastered, maximise learning and progress. Through student and staff voice, we have devised 16 learning behaviours that all students are expected to uphold throughout their schooling here. 8 refer to the classroom and 8 refer to the general school community.

Behaviour Curriculum Overview

Core Values	Ambition	Respect
	Courage	

Aims	High Performance Culture
<ul style="list-style-type: none"> To create an environment where all students demonstrate respect, kindness, tolerance and understanding of difference. To ensure a culture of exceptionally good behaviour, for learning, for community and for life. To promote effective relationships that encourage learners to take ownership over their behaviour and be responsible for the consequences of it. To encourage pupils to become ambitious and responsible citizens, contributing to our own community and the wider society. 	

The Angmering School Learning Behaviours		
↑	↑	↑
Reward (R) System	TAS Scripted Language	Consequence (C) System
SEND		
<p>Our learning behaviours are a set of expectations that ensure all students have the tools to learn effectively, both in the classroom and within our school community. They enhance metacognitive skills and form the basis for our reward and consequence systems. Our school-wide scripted language used by teachers, ensures we are always referring students back to our school learning behaviours.</p> <p>While this curriculum is for all pupils, it will be applied differently in different year groups depending on pupils' ages and may be applied differently depending on individual pupils' SEND needs. Sensitivity must be applied at all times when teaching the curriculum unimpeded. We use quality first teaching (Wave 1) as our primary source of SEN consideration but for students with significant additional needs, we have "check in" bases for them to receive further intervention at Wave 2 and 3 as well as external agency intervention</p>		

Character Education				Explicit Teaching		
Assembly/Tutor Time	Character & Careers Curriculum	Safeguarding Curriculum	Enrichment Offer	The Angmering Empowerment Awards	It is key that all school staff know the details of this curriculum, teach it explicitly to children and continuously maintain the high standards we set. By doing so we support each other to create a culture where pupils feel safe and are able to learn in an optimised environment and where teachers are free to teach	
<p>Students at The Angmering School receive a comprehensive education package that enables them to grow into ambitious and well-rounded citizens. This is achieved through opportunities in curriculum time but also through our extensive enrichment programme.</p>				The process for teaching behaviour explicitly is as follows		
				IDENTIFY	the behaviour we expect	
				PRACTICE	behaviour we expect from students	
				NOTICE	excellent behaviour	
				CREATE	conditions for excellent behaviour	

LEARNING BEHAVIOURS

We all act with Ambition, Respect and Courage whilst we are at The Angmering School.

Classrooms	Community
At The Angmering School, we all:	
Enter our classrooms silently and in full uniform	Enter the school site on time and in full uniform
Sit in our seating plan	Walk quietly and with purpose to lessons
Place our full equipment on our tables	Line up in single file outside formal areas prior to entry
Complete the first 10 minutes of all our lessons in silence	Play safely and in correct areas during break and lunchtime
Actively learn without distraction	Line up in alphabetical order for assembly and fire evacuations
Expect to be challenged by our teachers	Respect our school building and its resources
Achieve reward points by being at our best in the classroom	Achieve reward points by valuing our school community
Exit the classroom when dismissed, in full uniform	Respect the personal space of others

Monitoring our Behaviour Curriculum

The Angmering School Scripted Language

To ensure our behaviour curriculum is embedded with consistency, all staff use scripted language when addressing students in the classroom. This applies when rewarding or issuing a consequence. Language promotes positive reinforcement of our learning behaviours and includes reasoning behind a decision alongside a shared understanding of what an escalation would look like.

Rewards (R) System

Central to positive behaviour, relationships and building confidence and efficacy in learners is a meaningful system of rewards that is fairly and equitably distributed to celebrate the actions and successes of all students. These are explicitly linked to our core values. Students are able to achieve ARC points. These can be achieved for showing Ambition, Courage and Respect both in the classroom and for contribution to the wider school community. As they accumulate points, they will get the opportunity to reach and surpass our benchmarks on the ARC ladder, to gain "Ultimate Learner" status. At each stage, they will be recognised through various means, ranging from official communication home, to rewards such as lunch passes, vouchers and for Y11, discounts off their prom ticket. The benchmarks represent our core values and are focused on producing outstanding learners across all parts of the school community. We encourage all our students to take up every opportunity on offer to give them the best possible chances of achieving success. All rewards issued are available to view instantly by parent/carers on the MCAS (My Child at School) app that we use.

ARC POINTS SYSTEM

ARC REWARDS

AMBITION POINTS

RA1

I showed ambition by producing an excellent piece of homework

RA2

I showed ambition by producing excellent classwork

RA3

I showed ambition by achieving the weekly attendance reward

RA4

I showed ambition by achieving the half termly attendance reward

RA5

I showed ambition by attending an extra curricular club

RESPECT POINTS

RR1

I showed respect by listening well to others

RR2

I showed respect by showing kindness towards others

RR3

I showed respect to others when representing my school

RR4

I showed respect by helping someone in school

RR5

I showed respect by achieving a full set of ARC points on my standards card

COURAGE POINTS

RC1

I showed courage by trying something that I found difficult

RC2

I showed courage by answering a challenging question in class

RC3

I showed courage by being resilient

RC4

I showed courage by leading during a task/event

RC5

I showed courage by asking for help from an adult in school

Consequence (C) System

Consequences for poor behaviour are essential in maintaining a positive and productive learning environment. They help students understand the impact of their actions and reinforce accountability, which is key to personal growth. At The Angmering School, these consequences are tied to our core values of ambition, courage, and respect. By holding students accountable, we encourage ambition by promoting self-discipline and a commitment to improvement. Consequences also foster courage, as students learn to take responsibility for their mistakes and strive to do better. Most importantly, they reinforce respect—for others, for the rules, and for the school community as a whole. At The Angmering School, we use a “C” system to provide consequences to students who do not meet our basic expectations. With explicit teaching and continued reinforcement of our learning behaviours, This means that all students and staff can easily reference and understand what good behaviour looks like in order to challenge and sanction poor behaviour.

Classrooms

All teachers will employ a layered approach to behaviour intervention where possible, which is underpinned by our shared language. All students will be treated equally and given the same fair chance to meet classroom expectations. Should a student not meet these basic expectations, they will progress through a warning system (see below).

- C1 - First Warning : a student is given a warning that is recorded on our internal system . This is a clear cue to change and refocus their behaviour on learning.
- C2 - Second Warning : a student is reminded a second time and staff may use individualised methods to provide support. .
- C3 - Removal : a student will be directed to “Refocus”. They will have 5 minutes to arrive at “refocus”. Students will receive a same day after school detention that will be complimented by a restorative conversation with the issuing teacher.

. Please see overleaf, our consequence flow chart:

CONSEQUENCE (C) SYSTEM

We use a consequence system to promote positive behaviour. We have high expectations and create an environment where all our students can thrive in disruption free classrooms.

C1	Late to lesson (under 7 minutes)	<p>Logged Warning Warning issued and logged on Bromcom. *3 x C1 = C3 (remove and Refocus)</p>
	Low level disruption	
	Slow to settle/get on task	
	Lack of equipment	
	Misuse of phone	
C2	Poor conduct in unstructured time	<p>ASD Same Day After School Detention Issued</p>
	Full standards card	
	Failure to show standards card	
C3	3 instances of C1 behaviour	<p>Remove and Refocus Student is sent to our "refocus" room and has a conversation with the staff member at 1515 in their ASD</p>
	Over 7 minutes late to lesson (from warning/first bell)	
C4	Two C3's assigned in one day	<p>5+1 Student is referred to our reintegration room for 5 periods and a same day ASD</p>
	Refusal to follow C system	
	Truancy	
C5	Failure to complete C4	<p>Internal Exclusion Student is referred into our reintegration room for multiple days</p>
	Serious Behaviour Incident (Via SIF)	
C6	Failure to complete C5	<p>Suspension Student is removed from school for a fixed number of days</p>
	Serious Behaviour Incident (Via SIF)	

Community behaviour

Any behaviour that is outside of the classroom, within the wider community (**where you travel to/socialise in or live**) or on a school trip or residential is covered by the definition of community behaviour.

Students behaving poorly in the community will face a sanction that is in line with the seriousness of their behaviour. This is included in our consequence system flow chart and consequence document for **Serious behaviour Incidents (Appendix 1)**

Standards Cards

All students must carry a Standards Card with them at all times. This is to promote student ownership and encourage our students to exhibit positive behaviour in our community. Positive behaviours is rewarded on the cards for:

- Acts of Kindness
- Caring for our school environment
- Community Event
- Volunteering/Leading

Students who achieve a full standards card of positive signatures should hand these to student services and will be entered into a half term prize draw that will be given out in their assembly.

Negative behaviour in our school community is awarded on the cards for:

- Lateness to school*
- Incorrect Uniform
- Foul Language
- Lack of DEAR Book
- Lack of respect for the school environment e.g Littering

This card can be signed by any member of staff and those students who accrue 6 signatures on their card will have to hand in their card to student services. They will receive 20 debits and an after school detention. Student Services will keep a log of the number of cards that a student has had and further sanctions may be applied for multiple card infringements. If a student is found to not have a Standards Card at any time when they are asked for it, they will be automatically issued with an after school detention. Any students losing or damaging their card overnight should go to Student Services immediately before they go to their tutor room in the morning. Standards cards should, where possible, be checked by tutors every day and students who consistently meet school standards will be awarded with credits on top of those issued for positive community behaviour.

A card that is handed in for a full set of positive behaviour signatures will override the negative side and therefore students will receive a clean card on both sides. Please see below, an example of a standards card.

***Lateness to School**

Students that arrive beyond 0845 will also be issued with a same day after school catch up session. They will be expected to hand in their phone and will receive this back upon completion of the catch

up session. Parent/Carers are expected to declare a known absence or lateness by 0830 on the morning of the school day, in line with our attendance policy. This should be done through the main school student absence line.

STANDARDS CARD	
<p>POSITIVE SIGNATURES Prize Draw</p> <div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid black; width: 40px; height: 40px; margin: 5px;"></div> <div style="border: 1px solid black; width: 40px; height: 40px; margin: 5px;"></div> <div style="border: 1px solid black; width: 40px; height: 40px; margin: 5px;"></div> <div style="border: 2px solid black; width: 40px; height: 40px; margin: 5px;"></div> </div>	
<p>Reasons for Signatures:</p> <div style="border: 1px solid black; padding: 5px;"> <ol style="list-style-type: none"> 1. Acts of kindness 2. Caring for the school environment 3. Community event 4. Volunteering/leading </div>	
<p>Name:</p> <div style="border: 1px solid black; height: 20px;"></div>	
<p>Tutor Group:</p> <div style="border: 1px solid black; height: 20px;"></div>	<p>Date of Issue:</p> <div style="border: 1px solid black; height: 20px;"></div>
<p>Hand into SSA by:</p> <div style="border: 1px solid black; height: 20px;"></div>	

STANDARDS CARD	
<p>NEGATIVE SIGNATURES</p> <div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid black; width: 40px; height: 40px; margin: 5px;"></div> <div style="border: 1px solid black; width: 40px; height: 40px; margin: 5px;"></div> <div style="border: 1px solid black; width: 40px; height: 40px; margin: 5px;"></div> </div>	
<p>Reasons for Signatures:</p> <div style="border: 1px solid black; padding: 5px;"> <ol style="list-style-type: none"> 1. Lateness to school 2. Incorrect uniform 3. Foul language 4. Lack of DEAR book 5. Lack of respect for the school community (e.g Littering) </div>	
<p>SLT Detention</p>	
<p>Completed cards (positive or negative) must be returned to student support</p>	

Headship Team Report, Pastoral Support Plan (PSP) and Additional Needs Plan

If a student is illustrating repetitive negative behaviours, they may be placed onto a monitoring report. Initially this may come via their tutor or head of year. If the behaviour becomes further embedded then they may be placed on the following formal reports.

- **Headship Team Report:** this will run for twelve weeks, with a set of targets determined at the initial meeting and the support structures around this also mapped out. This headship report will be held with the Assistant Headteacher in charge of behaviour or another member of the headship team and will be reviewed at six weeks and twelve weeks if there is an improvement in behaviour and engagement. If there is not an improvement, the review will be brought forwards and a decision will be made as to whether to place the student on Final PSP.
- **Final PSP:** will also run for twelve weeks, with reviews every two weeks. Final PSP will be for students who are at stage five of the behaviour structure and will be a determining factor in whether or not they can remain at the school. Targets will be set and monitored very closely by the Headship and pastoral team, with regular feedback sought from staff. If there is no improvement in behaviour and engagement, the Headteacher will make the final decision as to whether a student can remain at the school, whether other provision might be sought or whether a permanent exclusion is necessary. Each case will be considered

carefully and on its own, with all possible evidence taken into consideration, where a final PSPP has not been successful.

The reports may be accompanied by an additional needs plan. Should it be required, Additional Needs Plans will be used to support the process of application for statutory assessment or towards any external support services.

Reasonable force

In rare occasions it is necessary for staff to intervene physically where a student's behaviour presents a health and safety risk. Where possible this will be done by Maybo trained staff who are specifically trained in de-escalation, physical intervention and restraint. This will also be done in-line with the DFE guidance on the use of reasonable force in school (https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf). Where possible, students will be warned if this is required, with witnesses sought too. Everyone involved will also be required to write a statement outlining their role and what they observed.

Consequences

Consequences will be proportionate to the behaviour incident. This means that we will always investigate serious incidents carefully in order to be sure that the sanction given is fair. Please see appendix 3 for an overview of potential consequences – these are not binding and the circumstances and mitigating factors of each individual incident will be considered before giving out any consequence. The school's decision on this is final. Please also see appendix 4 for an overview of the system of consequence that students may progress through if their behaviour is unchanged. consequences used regularly by the school are listed below, but these are by no means a complete or exhaustive list; we will adapt and modify as necessary to suit the individual student or issue.

Restorative Resolutions

The school will always look to ensure that students are given opportunities to reflect on their behaviour. This is at the core of our behaviour curriculum and allows them to engage with those impacted, to resolve and repair relationships where possible.

Community Service

Community service is issued as a sanction as part of the restorative process. This will be given out as a sanction at the school's discretion based on the actions of students in and around the community.

“Refocus”

Students who receive a C3 (Third warning) or who are more than 7 minutes late to a lesson are directed to “refocus”. Students will be required to hand in their phone when they enter and then commence a discussion task that will contain supportive language alongside it. Following completion of this task, they will then complete a reflection form that will be shared with key members of staff impacted by the removal. This includes the issuing teacher. This forms the basis

for the restorative conversation that takes place during the same day after school detention. Students will have their phone returned following the completion of the after school detention.

After school detentions

As per DFE guidance, the school does not need parental consent to issue after-school detentions and “inconvenience should not be a reason to not issue”. These will be on the day of issue unless the school feels that a reasonable request means that this cannot happen. Parents will receive an email notifying them of this detention. The school does occasionally use a two hour after school detention when appropriate. For this particular sanction, parents/carers will be given suitable notice via email.

Internal Exclusion

Extended periods of time in our reintegration room will be given for repeated and escalated behaviours, serious incidents, being removed from a lesson twice in one day and for failure to attend detentions. An internal exclusion can be for one day (5+1) or several consecutive days. This will be at the discretion of the Headship team. Students will be reintegrated back into class following successful completion of a reflection and rebuild process. Entry into and exit from the reintegration room is at the discretion of Year Team Leaders and members of the Headship team. Phones must be handed in on entry to the reintegration meeting.

Alternative days

Alternative day arrangements will be put in place as a second alternative to suspensions. This will require students to attend school for different hours to the main body of students and stay on beyond the end of the school day. Alternative days will take place in the reintegration room, away from other students in normal classroom settings.

Suspensions

These are issued by the school, using DFE guidance. Students will be issued with a suspension if their behaviour is persistently disruptive, dangerous, stops the smooth running of the school or is a health and safety risk. These can range from 1-15 days and any students who gain multiple suspensions will find themselves at risk of permanent exclusion from school.

Permanent exclusion

Permanent exclusions are issued by the headteacher of the school, with the support of the board of governors. Permanent exclusion is a serious decision that will be considered in the most serious one off incidents or for persistent disruptive behaviour. This will be done without discrimination.

Alternative provision

For students who have complex support needs, we will, from time to time, put in place or seek alternative provision. This can include, but is not exclusive to: West Sussex APC; college courses; managed moves; internal support courses; alternative curriculum courses

Addendum – Guidelines relating to use of foul or abusive language

Overview:

As a community we celebrate the rich diversity of language but do not accept that swearing, abusive or offensive language is ever necessary in a school environment. We always have a choice about the language we use and all members of the community should be encouraged to make positive choices which do not impact negatively on those around them. This is a place of learning and a place of work and the language used by all people must reflect that. This guidance covers swearing as well as any language which may cause offence due to its racist, sexist or homophobic nature.

What students will do:

Students will ensure that their language is appropriate for all members of the school community, even when they are enjoying leisure time at break and lunch. They will accept that they always have a choice about the language they use and that failure to make appropriate choices in school may lead to negative consequences.

What staff will do:

Staff will model professional language at all times. We will avoid the use of terms which could be construed as offensive or overly informal. We will encourage students to use appropriate language at all times and will challenge students who swear or use inappropriate or offensive language in school.

Consequences for swearing or using offensive language in school:

- Students who swear or use offensive language whilst in conversation, either in class or during breaks, will be reminded that this is not appropriate in school. Repeated offences may lead to lost break/lunch times or detentions after school. The use of racist, sexist or homophobic language is in breach of our equality policy and will lead to sanctions.
- Students who swear at a member of staff will receive a suspension and their parents will be seen by a senior member of staff upon their return to school.
- Staff who use inappropriate language whilst they have students in their care will be spoken to by the headteacher.

Addendum - School Policy on Pornographic or otherwise offensive Deepfake Images

1. Purpose This policy outlines the procedures and consequences for students who create, distribute, or possess pornographic or otherwise offensive 'deepfake' images of staff, students or others connected to the school. The school is committed to ensuring a safe, respectful, and supportive learning environment for all members of the school community.

2. Definition A 'deepfake' image is a digitally manipulated image that replaces an individual's likeness with another, often in a misleading or harmful manner. When such images are pornographic or otherwise offensive and involve staff, students or others connected to the school, they constitute a severe breach of school policy, ethical standards, and potentially the law.

3. Prohibited Conduct Students are strictly prohibited from:

- Creating, modifying, or distributing pornographic or otherwise offensive 'deepfake' images of staff or students.
- Possessing or storing such images on personal or school devices.
- Sharing such images through social media, email, or other digital platforms.
- Encouraging or coercing others to participate in the creation or dissemination of such content.

4. Investigation Process Upon receiving a report of a violation:

- The school will conduct a thorough investigation, including interviews with involved parties and a review of evidence.
- The student(s) involved will have the opportunity to present their side of the story.

The school will work with relevant authorities, including parents and police, if necessary.

5. Consequences Violations of this policy will be treated with the utmost seriousness and may result in the following disciplinary actions, depending on the severity of the offense:

- Immediate confiscation of devices involved.
- Parental notification and meetings.
- Suspension or permanent exclusion, based on the severity of the case.
- Referral to the police.
- Student directed to undertake appropriate re-education or counselling.

6. Support for Victims The school recognises the serious harm caused to victims of 'deepfake' pornography or otherwise offensive images, and will provide:

- Information about the images that have been reported and the opportunity for the victim to view the images to allow them to be fully informed.
- Counselling and emotional support services.
- Assistance in removing the images from online platforms, where possible.
- Legal guidance and resources for affected individuals and families.
- Protection from harassment or retaliation.

7. Education and Prevention To prevent such incidents, the school will:

- Maintain and review a policy that addresses pornographic or otherwise offensive 'deepfake' images.
- Implement digital citizenship and ethics education as part of the curriculum.
- Promote a culture of respect and responsibility in online interactions.

8. Reporting Mechanism Students, staff, and parents are encouraged to report any suspected violations of this policy through the school's reporting systems or directly to a trusted staff member. All reports will be handled seriously and professionally.

9. Review and Amendment This policy will be reviewed annually to ensure it remains effective and up to date with legal and technological developments.

This addendum was ratified by governors 11.03.25

Appendix 1:

Possible Consequence Chart - Serious Behaviour Incidents

Please see below, our tariffs for behaviour that specifically focuses on C4, C5, C6 and Permanent exclusion. These tariffs are only a guide and do not cover all behaviours and actions. They may be applied differently depending on the circumstances of each situation; mitigating and complicating factors have to be taken into consideration. These sanctions may also be applied for behaviours which occur in the community or under the supervision of any member of staff from the school.

Behaviour	Possible Consequence
Violence or threats against staff. Bringing drugs or alcohol into school. Bringing weapons into school. Significant discriminatory incident. Behaviour which may result in serious danger or harm to others. Repetition of behaviours which have previously resulted in a two/three day suspension or alternative to suspension. Negative behaviour in the community that brings the school into disrepute (not confined to being in school uniform). Malicious use of technology/social media (this does not need to be in school and can be sanctioned for outside of the school community if bringing the school into disrepute or if the action results in any repercussions being experienced at school)	Five-fifteen day suspension or alternative to suspension that is commensurate with this tariff. Managed Move. Risk of permanent exclusion.
Alternative to suspension – repeated behaviours.	Extended period of alternative to Suspension.
Violence or threats against another student. Extreme behaviours. Repetition of behaviours which have previously resulted in a one day suspension or alternative to suspension	1-5 day suspension or alternative to exclusion that is commensurate with this tariff.
Fighting. Swearing at staff. Malicious use of technology/social media. (this does not need to be in school and can be sanctioned for outside of the school community if bringing the school into disrepute or if the action results in any repercussions being experienced at school) Persistent refusal/wandering corridors/truancy (with refusal). Failure to meet behaviour expectations in the reintegration room. Unsafe behaviour. Theft. Persistent poor behaviour choices. Vandalism. Smoking. Vaping (or in possession of) Extreme rudeness to staff. Persistent use of the reintegration room Negative behaviour in the community that brings the school into disrepute (not confined to being in school uniform).	Suspension (1-5 days) or alternative to suspension that is commensurate with this tariff e.g 1-2 hour after school detention.

