



AYLESBURY
GRAMMAR SCHOOL
Founded 1598

BEHAVIOUR POLICY

CATEGORY A:

This policy is updated and approved by the Governing Body annually.

This version was approved by the Senior Leadership Team (SLT) in July 2026 pending Full Governing Body approval.

The next update will be due by July 2027.

SIGNED: _____

Mr T Batty – Chair of Governors

BEHAVIOUR POLICY

1. Introduction

Our purpose, to which we as a school community dedicate ourselves, is to inspire and support all our students to enable them to flourish throughout their lives. The School has two fundamental values, which are **Respect and Aspire**, and which we expect everybody engaged with the school to live by.

- 1.1. Aylesbury Grammar School (the 'School') is highly regarded in the local and national community and we recognise the importance of good relationships between all members of the School.
- 1.2. High aspiration and achievement combined with mutual respect are fundamental to the aims of the School. There must be commitment on behalf of all stakeholders to uphold the high standards and values that we expect. Good behaviour is implicit in these expectations and is essential in maintaining the orderly environment necessary for effective teaching and learning.
- 1.3. Every student should seek to attain maximum effort and good conduct and we expect all staff to take the same initiative in maintaining these standards, inside and outside the classroom. It is important that students feel recognised for their achievements and the use of praise is encouraged as an effective means of positive behaviour management.
- 1.4. Good planning, positive role modelling, effective teaching and the consistent and fair use of rewards are deemed as an effective way of ensuring that few serious behavioural problems develop. Since behaviour at the School has been acknowledged as 'Outstanding', it is recognised that the majority of behavioural or learning related problems should be tackled without the need for significant sanctions. However, if the need arises the School's policies should be followed as quickly as possible to achieve resolution on the basis that good discipline provides a secure basis for a happy, secure and high achieving school.
- 1.5. The underlying values of the School are:
Respect - yourself, your peers, school staff, the school environment, and the community;
Aspire - to achieve your best in your learning, in your relationships and in wider life.
- 1.6. Students understand the expectations and their responsibilities through effective guidance and information. Every student and parent/carer signs the Home School Agreement and related Codes of Conduct. Behaviour expectations are consistently reinforced by form tutors and teaching staff. Expectations are further enhanced through the PSHE programme and assemblies.

2. Application

- 2.1. This policy should be read in conjunction with:
 - Guide to Rewards – Appendix 1
 - Guide to Range of Sanctions – Appendix 2
 - Prejudicial incident procedure – Appendix 3
 - Bullying related incident procedure – Appendix 4
 - Rewards and sanctions flow chart - Appendix 5
 - Home School Agreement
 - Anti Bullying Policy
 - Controlled Assessment Policy
 - Online Safety Policy
 - Smoking, Alcohol and the Misuse of Drugs and Substances Policy
 - Pastoral Care Policy
 - Codes of Conduct for off-site events
 - SEND policy
 - Attendance policy
 - Safeguarding policy

- Learning and teaching policy
- Investigation procedure

These documents may be accessed on the School's website www.ags.bucks.sch.uk or can be provided on request to office@ags.bucks.sch.uk

- 2.2. Further guidance and expectations of members of staff and students can be found in the Student Notebook, Parents' Handbook and Staff Handbook.
- 2.3. A breach of any of the guides, policies, agreements, codes, guidance or expectations mentioned above will be regarded as a breach of the School's Behaviour Policy for the purpose of imposing sanctions, including formal exclusion from the School.
- 2.4. This policy applies to students while they are in the School, and also while they are outside of the School and are:
 - Taking part in any activity organised by, or related to, the School
 - Travelling to and from the School
 - Wearing school uniform
 - In some other way identifiable as a student of the School
- 2.5. In addition to the above, students may also be sanctioned for criminal behaviour which happens outside of the School, as well as for non-criminal misbehaviour or bullying which happens outside of the School which:
 - Could have repercussions for the orderly running of the School
 - Poses a threat to another student, a member of staff or a member of the public
 - Could adversely affect the reputation of the School
- 2.6. In applying the School's Behaviour Policy, and other related policies as set out above, the School will have regard to its legal duties under the Equality Act 2010 (including the duty not to discriminate against students with protected characteristics, and the Public Sector Equality Duty), as well as its duties towards children with special educational needs.
- 2.7. In particular, the School will make adjustments to the application of the School's Behaviour Policy, and other related policies as set out above, in relation to individual students, where it is reasonable to do so to avoid a substantial disadvantage the student is under because of their disability or special educational needs.

3. Roles, Responsibilities and Expectations

3.1 The governing body

The governing body is responsible for reviewing and approving the behaviour policy. The governing body will also monitor the policy's effectiveness, holding the Headmaster to account for its implementation.

3.2 The Headmaster

The Headmaster is responsible for reviewing and approving this behaviour policy in conjunction with the governing body. The Headmaster will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure the principles are applied consistently.

3.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular student

- Recording rewards and sanctions on Bromcom
- The Senior Leadership Team, Heads of Departments and Heads of Year will support staff in applying the policy

3.4 Parents are expected to:

- Encourage a positive attitude to school and a high standard of behaviour, in accordance with school policy
- Ensure courtesy is shown to staff at all times and to make appointments with staff in advance, unless in the case of immediate safeguarding concerns,
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Ensure their child attends school regularly and punctually, with appropriate clothing and equipment
- Have due regard for the Home-School Agreement, particularly concerning attendance and not taking holidays during term time
- Ensure that the school is notified of any absence via Absence Request Form, telephone or email
- Ensure that suitable facilities are made available at home for their child to complete homework. Also, to monitor homework via Google Classroom
- Ensure their child brings required School resources, including headphones and their Chromebook (with enough charge to last the day)
- Attend consultation meetings, arranged by the school, to monitor student progress, attitude and behaviour

3.5 Students are expected to:

- Work to fulfil their potential
- Complete and submit homework and other assignments on time
- Be polite and co-operative at all times
- Dress smartly and in accordance with the school's requirements
- Attend school and lessons punctually and regularly
- Bring a Chromebook (Year 7-11) or device (Year 12-13) and headphones to every lesson, with enough charge to last the day
- Treat all facilities and equipment carefully and with respect
- Move about the school in an orderly and quiet manner
- Treat fellow students with care, dignity and respect
- Not partake in any form of bullying (see Anti-bullying Policy)
- Conduct themselves appropriately both in person and on any social media platforms
- Understand that any sexual behaviour which is against the law (including sharing of nudes and semi nudes), or inappropriate in a formal school setting (including handholding and sitting on laps) is unacceptable. Aylesbury Grammar School is a 'hand off' School.
- Abide by expectations that are laid out in the Home School Agreement, and later in this Policy

4. Rewards

- 4.1 We seek to recognise and reward a range of achievement, excellent effort, attitude, appearance, kindness, community, and attendance. A range of rewards are available and staff are actively encouraged to use the rewards consistently and fairly. The rewards are described more fully in the document 'Guide to Rewards' and include:

- Verbal praise
- Merit Marks
- Praise Emails
- Letters/emails home

- 'Cookie vouchers'; Front of Queue vouchers
- Public praise in assembly
- Excellent Learning referral to Headmaster
- Awards and certificates presented in assembly
- Privileges and responsibilities (e.g. position of Prefect or Buddy)
- Honours, colours and prizes awarded at Final Assembly
- Prizes at Prize Giving

4.2 This is not an exhaustive list, and some Departments, Year Groups, Houses or Sections may use their own type of rewards to recognise good work and behaviour.

5. Sanctions

5.1. The vast majority of students are a credit to the School, their families and themselves, and should receive few significant sanctions. Where sanctions are necessary, staff will ensure that they are proportionate to the misbehaviour involved, and are consistently and fairly applied. Staff will ensure that support is provided where appropriate (see the Pastoral Care Policy).

5.2. The sanctions used by the School are described more fully in the document '**Guide to Range of Sanctions**' and include:

- Verbal warning or admonishment
- Removal of mobile phone
- Staff Detention
- Department Detention
- Community Service Sanction
- Removal from class by a member of SLT
- School Detention
- Lunchtime Isolation
- Extended Detention
- Loss of privileges
- Potential removal from school visits, teams and events
- Internal Isolation
- Suspension
- A Managed Move
- Permanent Exclusion

5.3 This is not an exhaustive list, and other sanctions may be imposed where appropriate.

5.4 Other organisations may also take action in relation to certain types of misbehaviour (e.g. the police when the law has been broken, or the examination boards when malpractice occurs). The School's disciplinary procedures under this policy are separate to action taken by other organisations, and students may still be sanctioned by the School even where they are facing action by another organisation.

5.5 When investigating misbehaviour, the School works to the civil burden of proof of 'on a balance of probabilities' (i.e. it is more likely than not that a fact or version of events is true). The police work to the criminal standard of proof of 'beyond reasonable doubt' which is a substantially higher standard to meet. The police also have to be satisfied that they have a realistic prospect of conviction and that it is in the public interest to prosecute. This means that, even where the police have decided to take no further action against a student, the School may still find that the student breached its policies and impose an appropriate sanction.

6. Physical Intervention/Positive Handling

- 6.1 The use of physical restraint complies with the Department for Education guidance 'Use of Reasonable Force' 2013.
- 6.2 Staff must only ever use reasonable force as a last resort, for example to prevent a student from committing an offence, injuring themselves or others, or damaging property.
- 6.3 Reasonable force is used to either control or restrain a student. Control generally implies passive physical contact such as blocking a student's path or physical contact, for example leading a student by the arm away from a situation that may escalate. Restraint means to hold back physically or to bring a student under control, such as dealing with students who are fighting and who refuse to separate.
- 6.4 At all times staff should try to avoid causing injury to students and themselves.
- 6.5 If the use of force is necessary, reasonable adjustments for disabled children and children with special educational needs will be made.
- 6.6 Incidents where physical intervention/positive handling has been used will be recorded and signed by a witness and immediately reported to a member of the Senior Leadership Team. The parent/carer will be informed of the incident.

7. Searching and Confiscation

- 7.1 The School follows the guidance from the Department for Education in relation to searching and confiscation (guidance available online)
- 7.2 School staff may search for any item if the student agrees.
- 7.3 The Headmaster and staff authorised by the Headmaster have a statutory power to search students or their possessions, without consent, where they have reasonable grounds for suspecting that the student may have a prohibited item.
- 7.4 The list of items prohibited by the School includes:
 - offensive weapons or replica offensive weapons
 - alcohol
 - illegal drugs and substances
 - material or articles related to illegal substances
 - stolen items
 - laser pens
 - items for onward sale in school
 - tobacco products
 - cigarette products
 - e-cigarettes and related products
 - any stimulants that alter behaviour
 - fireworks and explosive items
 - lighters and items of ignition
 - pornographic images and material or articles of a sexual nature (including on phones/devices)
 - any material or article related to the promotion of activities contrary to the School's values – respect and aspire – for example discrimination, homophobia or extremist views
 - chewing gum
 - any article that the member of staff reasonably suspects has been, has the potential to be used 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 student)

- 7.5 School staff can seize any prohibited item found as a result of a search. They can also seize any item they consider to be harmful or detrimental to School discipline.
- 7.6 School staff may examine any data or files on an electronic device where there is good reason to do so.
- 7.7 Where appropriate, parents of the student will be informed that a search has taken place.
- 7.8 A record of the search, grounds for it and outcome will be kept for information purposes.

8. Personal Smart Devices

- 8.1 Aylesbury Grammar School operates a strict personal smart device policy. The School environment must be a focused, safe space free from the distractions and social anxieties associated with personal smart devices.
- 8.2 From the moment a student steps onto the School site, including the Main School driveway, in the morning until the moment they exit the School site, mobile phones must be switched off and stored away out of sight in the blazer pocket or school bag.
- 8.3 Smart glasses, smart watches, or similar are prohibited at School.
- 8.4 Headphones must be disconnected from all personal devices and stored out of sight when on the School site (as per 8.2), and may only be connected to Chromebooks/Learning Devices when directed by a member of staff for learning purposes.
- 8.5 Expectations of Key Stage 3 and Key Stage 4 (Years 7–11):
- Mobile Phones must be switched off completely (not left on silent or 'do not disturb' mode) and stored securely inside the student's school bag, blazer, or locker.
 - Mobile Phones should not be kept in trouser pockets.
 - The requirement to bring a charged Chromebook to lessons does not alter this policy; digital learning is strictly managed through school-controlled systems.
 - Personal mobile data hotspots are not permitted.
- 8.6 Expectations of Key Stage 5 (Sixth Form):
- The Personal Smart Device Policy applies equally to Sixth Form students in all communal areas, corridors, the library, and classrooms.
 - As an earned privilege, Sixth Form students may only use their mobile phones discreetly inside designated Sixth Form private study areas or the Sixth Form common room.
 - Sixth Form students must lead by example; walking through the School grounds with a mobile phone or headphones in sight will result in immediate confiscation under section 8.7
 - Smart watches, smart glasses, and similar devices are prohibited for the Sixth Form in line with the rest of the School
- 8.7 Enforcement, Confiscation, and Sanctions
- The school operates a strict approach to breaches of this policy. If a mobile phone or personal smart device is seen or heard at any point on the School site (this includes outside official School hours) it will be confiscated immediately (see exemptions in 8.9, 9.10, 8.11).
- *Step 1*
Immediate Confiscation (up to period 5) - The member of staff will instruct the student to hand over the device immediately. The student must turn the device off before handing it over. Refusal to comply is treated as a serious breach of school discipline and will be escalated immediately to

the pastoral team or Senior Leadership Team (SLT).

- If after Period 5, the sanction is applied (where appropriate) but the mobile device is not confiscated. See section 8.10 and 8.11 for staff discretion for mobile phone use.
- *Step 2*
Secure Storage - The device will be taken directly to the School Office, where it will be logged into the school behaviour management database and stored securely.
- *Step 3*
Parental Notification - An automated notification will be sent to the parent/carer via the school communication system confirming the confiscation and detailing the collection protocol.
- *Step 4*
Escalated Sanctions - The incident will carry an escalating tier of behavioural sanctions tracked per term.

Sanction Framework:

- **First Offence:** The mobile phone is confiscated until the end of the school day. The student may collect it from the School Office at 3.35pm. A first removal is recorded. A mobile phone detention will be issued.
- **Second Offence:** The mobile phone is confiscated until the end of the day. The student may collect it from the School Office at 3.35pm. A School detention is issued.
- **Third and Subsequent Offences:** The device will be held until a parent/carer collects it, and the student will be banned from bringing a personal mobile device onto the school site entirely for a designated period (e.g., half a term). An extended SLT detention or internal isolation will be applied for persistent defiance.

8.8 Emergency Communications and Welfare

The restriction on mobile phones does not prevent communication between parents and students when necessary:

- **Parents needing to contact their child:** Parents must call the Main School Office (01296 484545). Essential messages will be relayed to the student immediately via their pastoral team or form tutor.
- **Students needing to contact home:** If a student feels unwell or has an urgent issue, they must report to the Student Welfare Officer. Students must never use their own phones to call or text parents to ask to be collected. If a departure from school is required, it must be authorised and coordinated directly through the Student Welfare Officer.

8.9 Exemptions (Medical and SEND)

The School recognises that exceptions may be required under the Equality Act 2010.

- **Medical Needs:** Students who require a mobile device to monitor continuous medical conditions (e.g., continuous glucose monitors for Type 1 Diabetes) will be granted an official Medical Exemption Pass.
- **SEND/Specialised Adjustments:** Any adjustments for students with specific Special Educational Needs or Disabilities must be formally agreed upon with the SENDCo
- **Conditions of Use:** In these rare exceptions, the device must *only* be used for its designated medical or accessibility purpose. General use for messaging, social media, or entertainment remains strictly forbidden.

8.10 Fixtures, Extra-Curricular Activities, and Educational Visits

The default expectation during all fixtures, educational visits, and extracurricular activities is that the School's On Site policy remains in full effect. Personal Smart Devices should remain switched off and out of sight to ensure students engage fully with the activity, their surroundings, and their peers.

- **Staff Discretion:** The visit leader or member of staff leading the fixture or activity has the autonomy to give specific exceptions to this rule based on the nature and duration of the visit or fixture/activity (e.g. permitting device use on an extended journey or during a specific instruction relating to communication with home).
- **Expectations:** If an exception is granted, it is a privilege. Students must adhere to the boundaries set by staff at all times. Audio, such as music, videos or games should not be played aloud on transport. As within AGS, the use of Personal Smart Devices in changing rooms remains strictly prohibited under all circumstances.
- **Enforcement:** If decided by the visit leader, in consultation with the EVC, staff reserve the right to collect and securely store devices overnight on residential visits. Any unauthorised use, or failure to revert to the default School Site expectation when instructed, will result in immediate confiscation and referral to the school sanction framework upon return.

8.11 Students waiting on the School site for collection.

Students who wait on the School site to be collected after a School activity (fixture, educational visit, extra-curricular activity, School event) will be permitted to check their mobile phone for communication from and with their parents/carers/responsible adults. They will not be permitted to use the device for further activity (e.g. social media/gaming). Any breach of this will result in a sanction being applied as per the sanction framework in 8.7.

9. Chromebooks and other devices for learning use

- 9.1 Students in Years 7-11 must bring their Chromebook, and Year 12/13 must bring their laptop/device, with enough charge to last the day. Headphones must also be brought to School/lessons
- 9.2 Chromebooks may only be used in registration and lessons with the permission of a member of staff, and as directed by a member of staff
- 9.3 Chromebooks may not be used before School, during break, lunchtime or after School unless by permission of a member of staff, with the exception of in the Library after School and in Sixth Form areas (Year 12/13 only)
- 9.4 See Sanctions chart in relation to misuse of Chromebooks during School time

10. Suspension and Permanent Exclusion from School

- 10.1 Only the Headmaster (or the designated Acting Headmaster in their absolute absence) has the authority to impose a suspension or permanent exclusion from the School.
- 10.2 When making these decisions, the School will strictly adhere to the DfE's statutory guidance 'Suspension and Permanent Exclusion from maintained schools, academies and student referral units in England'.
- 10.3 Before a decision to suspend or permanently exclude is made, the Headmaster will:
 - Ensure the student is given a meaningful opportunity to present their case and express their views. The School will support the student to do this, taking into account their age and any Special Educational Needs or Disabilities (SEND).
 - Establish the facts relating to the incident by applying the civil standard of proof, on the balance of probabilities, it is more likely than not that the breach of the behaviour policy occurred.
 - Consider all mitigating, aggravating, and contributing factors, such as severe bullying, mental health issues, or unidentified SEND, alongside the safety and welfare of other students and staff.
- 10.4 If a student is suspended or permanently excluded, the Headmaster will notify the student's Social Worker and/or the Virtual School Head (VSH) (if the child is looked-after or has ever been in care) without delay.

- 10.5 The Headmaster may cancel a suspension or permanent exclusion that has already begun or is due to begin, provided that the Governing Body has not yet met to consider reinstatement. If an exclusion is cancelled:
- The parents, Governing Body, Local Authority (LA), and any assigned Social Worker/VSH will be notified without delay, including the reasons for the cancellation.
 - The student will be allowed back into the School immediately.
 - Parents will be offered a prompt meeting with the Headmaster to discuss the circumstances.
 - Any days spent out of school prior to the cancellation will still count toward the student's 45-day annual statutory limit.
- 10.6 The parents of students who are of compulsory school age are under a legal duty to ensure that their child is not present in a public place during school hours during the first five school days of any suspension or permanent exclusion.
- 10.7 During the first five school days of an exclusion, the School will take reasonable steps to set and mark work for the student. Where possible, the School will utilise remote education frameworks to ensure continuity of learning.

11. Suspension

- 11.1 Suspensions are imposed for a specific number of school days, up to a maximum of 45 school days in any single academic year.
- 11.2 From the sixth school day of any suspension, the School's Governing Body will arrange suitable, full-time alternative education for the student (usually at an alternative provision or another educational establishment).
- 11.3 For Looked After Children (LAC) and vulnerable students, the School, in partnership with the Local Authority, will make every reasonable effort to arrange alternative full-time education from the first day of the suspension.
- 11.4 Parents will be notified of the full details of this alternative provision (including start times, dates, and venues) without delay, and no later than 48 hours before the provision is due to commence.

12. Directed Off-Site Provision

- 12.1 Under the statutory authority of the Governing Body/Academy Trust, the Headmaster may direct a student to temporarily attend alternative educational provision off-site to improve their behaviour. This is an intervention strategy to support the student and is not a disciplinary sanction.
- 12.2 The purpose of directing a student to off-site provision is to:
- Address the student's behavioural needs within a specialized or supportive alternative environment.
 - Provide targeted interventions and external specialist support that may not be readily available within the mainstream school environment.
 - Facilitate a planned, sustainable, and successful phased reintegration back into Aylesbury Grammar School.
 - Safeguard the cohesive learning environment and well-being of the wider school community.
- 12.3 The decision to issue an Off-Site Direction will be made by the Headmaster, taking into full account:
- The severity, frequency, and persistence of the student's behavioural concerns. Whether early, school-based interventions have been exhausted.
 - The suitability of the specific off-site provider to meet the student's academic and pastoral needs, including any SEND requirements.
 - The explicitly sought views of the student and their parents/carers.
 - Advice from the student's Social Worker or Virtual School Head (VSH), where applicable.

- 12.4 Aylesbury Grammar School will retain absolute educational and safeguarding oversight of the student while they attend off-site provision. Regular monitoring visits, academic tracking, and pastoral check-ins will be maintained by designated School staff.
- 12.5 The duration of an off-site direction must be strictly temporary and depends on the student's progress. The placement must be subject to formal, regular review meetings involving the School, the parents/carers, the student, the provider, and the LA (and social worker/VSH where applicable). Parents have a legal right to request a review meeting at any reasonable point, and the School will accommodate this.
- 12.6 Statutory Written Notice: Before the directed placement can begin, the Headmaster must give the parents/carers (and the Local Authority, if the student holds an EHCP) a formal written notice detailing:
- The specific reasons for the off-site direction.
 - The name, address, and contact details of the provider.
 - The start date, daily session times, and the expected duration of the placement.
 - The dates arranged for the formal review meetings. This notice must be delivered at least two school days before the placement is due to start.
- 12.7 The student will remain fully registered on the admission roll of Aylesbury Grammar School throughout the period of off-site direction.
- 12.8 A comprehensive, written reintegration plan will be co-produced with the student and parents/carers prior to their return to full-time mainstream lessons at the School.
- 12.9 The Governing Body will be kept fully informed of all off-site directions to ensure transparent governance and compliance with DfE oversight regulations.

13. Managed Moves

- 13.1 A managed move is a voluntary agreement that results in the permanent transfer of a student to another mainstream school. It may be considered, where it is in the student's best interests, to give them the opportunity of a fresh start and to prevent a permanent exclusion.
- 13.2 Managed moves are entirely voluntary and require the explicit consent of the parents/carers. A student must never be permanently excluded because a parent/carer or the student refuses to agree to a managed move.
- 13.3 Before a managed move can be initiated, the following statutory requirements will be met:
- Student Voice: The student will be supported to share their views regarding the proposed managed move, and the School will inform them of how their views have been taken into account.
 - Social Worker & VSH Notification: If the student has an assigned social worker, or is a Looked After Child (LAC), their social worker and/or Virtual School Head (VSH) will be notified at the exact point the School begins contemplating a managed move, rather than after a decision has been reached.
 - Information Sharing: Critical information-sharing—including special educational needs (SEN), safeguarding/child protection histories, risk assessments, and academic attainment—must take place between AGS and the receiving school well in advance of the move to ensure the student is safely supported from day one.
 - Admissions Compliance: A managed move will not override the School's standard in-year admissions process. If the receiving School is oversubscribed, the student cannot be admitted via a managed move ahead of children on that School's active waiting list, unless they meet the oversubscription criteria more closely.
- 13.4 A managed move will be a permanent transfer from the outset, and the student's name will only be removed from the AGS admission register once the permanent move is officially confirmed by all parties.

- 13.5 Once a receiving School's admission authority formally agrees to the transfer, the Local Authority (LA) Exclusions and Reintegration (E&R) team will be notified, and a transition meeting will be held involving the student, parents/carers, both Schools, and the LA E&R team to establish clear expectations.
- 13.6 If a temporary placement at another school or alternative provision is required to improve a student's behaviour or assess their needs before making a permanent change, the statutory mechanism of Off-site Direction must be used instead. During an Off-site Direction, the student is dual-registered, and the placement is subject to strict statutory notification and review periods.
- 13.7 (For more information see the Buckinghamshire Children's Services Protocol for Managed Moves between Schools in Buckinghamshire)
- 13.8 Key points in our approach to the use of managed moves.
- Managed moves will be considered as part of a planned continuum of support when early behaviour interventions within the School have had limited or no success, well before a situation escalates to the point of permanent exclusion.
 - A managed move will only be initiated if the Headmaster judges that it is in the absolute best interests of the student and carries a reasonable prospect of success.
 - Managed move is a permanent transfer, the student is fully subject to the behaviour policies of the receiving school from the date of admission. If an Off-site Direction is used as a precursor, the student is expected to abide by the hosting provider's behaviour policy while on their premises; they cannot be concurrently sanctioned under the AGS policy for daily conduct at the hosting site.
 - A managed move will not be used as a disciplinary sanction or offered under the threat of a permanent exclusion. In cases where a permanent exclusion is being considered on disciplinary grounds, the Headmaster will evaluate whether a managed move is a viable, voluntary alternative. If it is determined to be unviable, or if the family declines the option, the clear reasoning for this will be documented transparently within the Headmaster's report to the governing board's exclusion panel.
 - The School will strictly follow the Buckinghamshire LA protocol, completing all required statutory paperwork and maintaining proactive communication with all relevant parties.
 - The School recognises its shared responsibility within the Buckinghamshire educational community and will engage constructively and equitably with requests from the Headteachers of other Schools to host managed moves, subject to standard in-year capacity and admissions legislation.

14. Permanent Exclusion

- 14.1 Permanent exclusion will only be imposed as a last resort, in response to a serious breach, or persistent breaches, of the School's Behaviour Policy, and where allowing the student to remain in school would seriously harm the education and/or welfare of the student, or others at the School.
- 14.2 A decision to permanently exclude will usually only be made after a range of alternative support strategies have been trialled without success. However, a permanent exclusion may be imposed for a single, serious one-off breach of the School's Behaviour Policy, where the severity of the incident makes any other outcome inappropriate.
- 14.3 The following are examples of where permanent exclusion may be imposed:
- Behaviour that critically endangers the physical safety or welfare of any member of the school community or public.
Child Law Advice
 - Serious actual or threatened violence against students or staff.
 - Sexual violence or acute sexual harassment.
 - Sustained, severe discriminatory, prejudicial, or identity-based abuse.
 - Arson or causing catastrophic, deliberate damage to property.
 - Severe theft or extortion from individuals or the School.

- Supplying, possessing, or being under the influence of illegal drugs or prohibited psychoactive substances on school grounds.
- Bringing alcohol onto the site, consuming it, or being severely under its influence.
- Possession of an offensive weapon, replica weapon, or any object intended to be used as a weapon. National Governance Association
- Severe, persistent defiance or abusive behaviour toward staff.
- Persistent, cumulative misbehaviour where all other interventions have failed.

14.4 This is not an exhaustive list, and there may be other types of misbehaviour where permanent exclusion is imposed.

15. Parents' Right to make representations about a suspension

15.1 Whenever a suspension or permanent exclusion is imposed, the Headmaster will issue a formal letter to the parents without delay. This letter will state the precise reasons for the exclusion, the exact duration, details of any alternative education, and a comprehensive explanation of the parents' legal rights to challenge the decision.

15.2 Parents (or the student themselves if they are aged 18 or older) have a legal right to request that any meeting of the Governing Body's Student Discipline Committee, or an Independent Review Panel (IRP), be conducted via remote access (video link). The School's notice letter will explain how parents can explicitly request a remote hearing. If no such request is made, the meeting will default to an in-person hearing.

16. Governing Body Duties Based on Suspension/Exclusion Length

Total Cumulative Days of Suspension / Exclusion in a Single School Term	Governing Body Obligation & Timelines	Reinstatement Powers
5 school days or fewer	Must consider any written representations submitted by parents. There is no legal requirement to hold a formal meeting.	Cannot direct reinstatement. May place a formal note of their views on the student's record.
More than 5 but no more than 15 school days	A formal review meeting will only take place if explicitly requested by the parents. If requested, the Student Discipline Committee must convene within 50 school days of notification.	Has the power to uphold the suspension or direct the student's immediate or phased reinstatement.
More than 15 school days(or if the exclusion results in missing a public exam/national test)	The Student Discipline Committee must automatically convene a formal review meeting within 15 school days of notification, regardless of whether parents make representations.	Has the power to uphold the suspension/exclusion or direct the student's immediate or specified reinstatement.

Permanent Exclusion	The Student Discipline Committee must automatically convene a formal review meeting within 15 school days of notification to consider reinstatement.	Can either uphold the permanent exclusion or overturn it and direct reinstatement.
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17. Reinstatement Meeting Protocols

- 17.1 Attendance and Representation: Parents and the student have an absolute right to attend the review meeting, speak, submit written evidence, be accompanied by a friend, and/or be represented by a legal professional at their own expense.
- 17.2 The Standard of Proof: When reviewing the Headmaster's decision, the Governing Body panel must independently apply the civil standard of proof (the balance of probabilities).
- 17.3 Local Authority Attendance (Academy Rules): Because Aylesbury Grammar School is an Academy, a representative from the Local Authority may only attend the review meeting if explicitly invited by the parents. Where invited, they attend as an observer to offer general context; they may only make direct representations with the explicit consent of the Governing Body's Committee Chair.
- 17.4 Safeguarding Partners: The student's Social Worker and/or Virtual School Head (VSH) must be invited to any meeting concerning a permanent exclusion or suspension where they are involved, and they are legally entitled to make representations.

18. Independent Review Panels (IRPs)

- 18.1 In the case of a permanent exclusion, if the Governors' Student Discipline Committee decides to uphold the Headmaster's decision and declines to reinstate the student, parents have a statutory right to request an Independent Review Panel (IRP) Hearing. This request must be lodged within 15 school days of the notice of the Governing Body's decision. This formal right of appeal to an IRP applies strictly to permanent exclusions and does not apply to suspensions.

19. Responding to misbehaviour by students with SEND

- 19.1 Recognising the impact of SEND on behaviour, the School recognises that students' 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 student's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND.
- 19.2 Decisions on whether a student's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis. When dealing with misbehaviour from students with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:
 - Taking reasonable steps to avoid causing any substantial disadvantage to a disabled student caused by the school's policies or practices (Equality Act 2010)
 - Using our best endeavours to meet the needs of students with SEND (Children and Families Act 2014)
 - If a student has an Education, Health and Care (EHC) plan, the provisions set out in that plan must be adhered to and the school must cooperate 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 student concerned.
- 16.3 The School may also use techniques which will be outlined in Student Passports and/or by the Student Support department.

Adapting sanctions for students with SEND:

16.4 When considering a behavioural sanction for a student with SEND, the School will take into account:

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

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

Considering whether a student displaying challenging behaviour may have unidentified SEND:

16.5 The School's SENDCo may evaluate a student who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

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

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

Students with an Education, Health and Care (EHC) plan

16.8 The provisions set out in the EHC plan must be adhered to and the School will cooperate with the local authority and other bodies.

16.9 If the School has a concern about the behaviour of a student with an EHC plan, it may make contact with the local authority to discuss the issue. If appropriate, the School may request an emergency review of the EHC plan.

Appendix 1

Guide to Rewards

Recognition of Good Effort, Achievement, Participation and Behaviour

This document acts as a guide to staff, students and parents of the range of praise available at the school. Staff are encouraged to **consistently and regularly** use the full range of rewards and to remember the **quiet student who consistently works well. Any level of praise above a verbal recognition should be recorded on the 'Rewards and Conduct' section of Bromcom.** Frequency indicates the number of times that a teacher may give the reward overall (not to every student).

Examples are not exhaustive

Labels are for use within this appendix

Label	Behaviour examples	Reward	Issued by	Recorded
A	Good work, effort, manners, behaviour	Verbal praise	Any member of Staff	
B	Very good/consistent work, appearance, effort, act of kindness	Merit	Any member of Staff	Yes
C	Accumulation of merits/PP	Merit certificates in end of term assemblies	HoY	Yes
D	Act of kindness/good citizenship	Front of queue	Tutor	Yes
E	Act of kindness/good citizenship	Cookie voucher	HoY	Yes
F	For excellent conduct, contribution to school, success in events	Public praise in assembly (house/section)	HoY/HoS/HoH	Yes
G	For success in any area of a student's life	Awards and certificates (eg Olympiads, Crest)	Passed to HoY/HoS	Yes
H	Good attitude to independent learning and use of study time	Yr 12/13 Home Study Privilege	HoY 12/13	Yes
I	Any certificates, acknowledgements from subjects or other areas of school life	Rewards in final assembly	HoY/HoS	Yes
J	Excellent ATL in assessment reports	Headmaster's rewards	HoY	Yes
K	Excellent conduct, behaviour, kindness and maturity	Responsibilities (eg Buddies, JP, Prefect)	Pastoral team	Yes
L	For exceptional contribution to arts in school	Honours and Half Honours	Honours Committee	Yes
M	For exceptional contribution to sport in school	Colours and Half Colours	Colours Committee	Yes
N	For exceptional and sustained ATL across the year	Learning Honours and Half Learning Honours	Learning Honours Committee	Yes
O	For exceptional work in a subject or contribution to school life	Subject/School Prizes	Nominations from HoD/HoY	Yes

Appendix 2

Guide to Sanctions

This document acts as **a guide** to staff, students and parents of the range of sanctions available at the school. Staff are encouraged to be consistent in the use of sanctions and seek advice from a HOD or HOY if they are in doubt about a level of sanction. Sanctions must be recorded on the 'Negative Sanctions' section on Bromcom. For the majority of our students, a verbal warning is usually sufficient.

Examples are not exhaustive. Incidents are investigated and context applied.

Labels are for use within this appendix.

Label	Behaviour examples	Sanction	Issued by	Recorded
A	Disruption of learning Failure to complete adequate learning Late Non-compliance - uniform policy Low level misuse of Chromebook Missing equipment	Immediate verbal warning	Any member of staff	No
A1	First time missing equipment that is essential to learning (ie swimming costume, food for recipe)	Complete Missing Equipment notification	Any member of staff	Yes
B	Repeat of A	Staff lunch detention (20min max)	Any member of staff	Yes
C1	Repeat of B from different teachers As determined by HoY Bullying behaviour level 1	HoY detention	HoY/PSO	Yes
C2	Repeating B after lunch detention Failure to attend lunch detention	Department detention	Any member of staff	Yes
D	Repeat of C after detention issued Deliberate graffiti/damage to property Defiance to member of staff Failure to attend staff detention Unsafe behaviour Selling (isolated and low value) Prejudicial behaviour level 1 Bullying behaviour level 2 Physical altercation	School detention	Any member of staff	Yes
E	As D, more serious Failure to attend School Detention Serious misbehaviour Truancy from lessons Rudeness to staff Inappropriate behaviour of a sexual nature Filming other students/incidents Prejudicial behaviour level 2 Bullying behaviour level 3	SLT detention	HoY/HoS	Yes
F	As E - more serious misbehaviour	Internal isolation	HoS	Yes

	Failure to attend SLT detention Smoking/vaping Truancy from school Bringing the school into disrepute Filming other students or incidents and sharing Sexual harassment Prejudicial behaviour level 3			
G	As F - more serious and sustained Theft from school or other students in school Sustained or more serious sexual harassment Prejudicial behaviour level 4 Bullying behaviour level 4 Physical assault	Suspension	HM	Yes
H	As G - more serious and sustained Weapons Sale/purchase of illegal substances Assault of staff/students Seriously endangering students/staff Significant damage to school property More serious sexual offences and sexual violence	Permanent exclusion	HM	Yes

Community Service

	Chewing gum Eating in buildings Littering	Community service	Any member of staff	Yes
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Chromebooks

Behaviour	Sanction	Issued by	Recorded
Failure to bring a charged Chromebook/headphones for the first time in a term	Recorded	Any member of staff	Yes
Failure to bring a charged Chromebook/headphones for the second time in a term	HoY detention	PSO	Yes
Failure to bring a charged Chromebook/headphones for the third time in a term	School detention	PSO	Yes
Failure to bring a charged Chromebook/headphones for subsequent times in a term	SLT detention	HoY/HoS	Yes

Mobile Phones

Behaviour	Sanction	Issued by	Recorded
First inappropriate use of mobile phone/electronic item in school in a term	Item removed and held by the office - returned at the end of the day	Any member of staff	Yes

Second inappropriate use of mobile phone/electronic item in school in a term	Item removed and held by the office - returned at the end of the day Community service	Removed by member of staff Office to set sanction	Yes
Third inappropriate use of mobile phone/electronic item in school in a term	Item removed and held by the office - must be collected by a parent/carer School detention HoY to arrange - phone kept by PSO/no phone	Removed by member of staff Office to set sanction	Yes

Homework and Non-exam Assessment

Behaviour	Sanction	Issued by	Recorded
Failure to complete a second piece of homework within a term. Failure to meet interim deadlines for coursework	Homework letter sent	Any teacher Assessment grades at the end of term must reflect this	Yes
Subsequent failure to complete a piece of homework	Homework letter sent	Any teacher Assessment grades at the end of term must reflect this	Yes
Failure to meet final coursework deadline	Score 0 in coursework, may lead to being unable to continue with subject	Teacher and HoD	Yes
Plagiarism in controlled assessment	Internal isolation/suspension	HoY/HoS	Yes

Staff are reminded that it is not school policy to:

- Give a whole class detention or to punish a whole class
- Leave a student standing outside a classroom for more than a 2 minute 'cooling off' (remaining in view of the teacher)
- Leave students standing outside the staffroom as a detention - HoY offices
- Set lines as a sanction – a reflective essay/letter of apology is more appropriate
- Detain a student for more than 20 minutes of lunchtime or 10 minutes of breaktime
- Detain individual students on a regular basis for short periods without recording the concern on Bromcom
- Detain a student after school without 24 hours written notice to parents
- Give students a detention for failing to do homework

Staff are also reminded that:

- Records of sanctions (and rewards) MUST be maintained on Bromcom
- We should aim to give many more rewards than sanctions – 'As a guidance it should be at least 3 rewards to one sanction.
- There are a range of strategies to support positive behaviour choices in Appendix 5

Appendix 3

Prejudice-Related Incident Procedure

A prejudice-related incident is any incident which is perceived to be prejudice-related by the victim or any other person.

Incidents amongst students

As soon as any member of staff becomes aware of a prejudice-related incident amongst students, which may relate to any of the following protected characteristics: sexual orientation, disability, gender reassignment, race, religion or belief and sex, they must follow the following procedure:

- The incident should be logged by the member of staff who first becomes aware of it on the prejudicial incidents spreadsheet. PSO/member of staff
- Incidents should be given an initial ranking on the following scale:
 1. No offence was intended or taken.
 2. Hurt or distress was caused, but the offending behaviour is unlikely to be repeated.
 3. Hurt or distress was caused and the student(s) responsible had previously been warned that their behaviour was unacceptable.
 4. Substantial hurt or distress was caused, and/or the behaviour was based on substantial hostility and prejudice, and/or the behaviour may be repeated.
- The HoY will investigate and determine the final level (using the grading above)
- The sanctions will be applied according to context, using the Behaviour Policy appendix Sanctions table to guide. This will be recorded on Bromcom

Students should be made aware of this procedure through form time and assemblies and encouraged to report all incidents, in person or via the concern form, being reassured that they will be taken seriously.

Termly reports are analysed by HoY/SLT to discuss incidents and young people that may require behaviour contracts or other interventions.

Appendix 4

Bullying Incident Procedure

The accepted broad definition of bullying is anything said or done to hurt, harass or intimidate someone else. This will occur on more than one occasion. It can be violent, aggressive behaviour of a physical, sexual or verbal nature, including threats, intimidation or teasing.

Incidents amongst students

As soon as any member of staff becomes aware of a bullying incident amongst students, which may relate to any being called names, being teased, being punched, pushed or attacked, being forced to hand over money, mobile phones or other possessions, getting abusive, sexualised or threatening text messages, e-mails or comments on social networking sites, having rumours spread about them, being ignored or left out, being picked on based on religion, gender, sexuality, disability, appearance, ethnicity or race (see also prejudice-related procedure appendix).

- The incident should be logged by the member of staff who first becomes aware of it on a bullying incident. Logged on Bullying Spreadsheet PSO/member of staff
- Incidents should be given an initial ranking on the following scale:
 1. No offence was intended or taken.
 2. Hurt or distress was caused, but this is the first time of reporting and the offending behaviour is unlikely to be repeated.
 3. Hurt or distress was caused and/or the student(s) responsible had previously been warned that their behaviour was unacceptable.
 4. Substantial hurt or distress was caused, and/or the behaviour was based on substantial hostility and prejudice, and/or the behaviour may be repeated.
- The HoY will investigate and determine the final level (using the grading above)
- The sanctions will be applied according to context, using the Behaviour Policy appendix Sanctions table to guide. This will be recorded on Bromcom

Pupils should be made aware of this procedure through form time and assemblies and encouraged to report all incidents, in person or via the concern form, being reassured that they will be taken seriously.

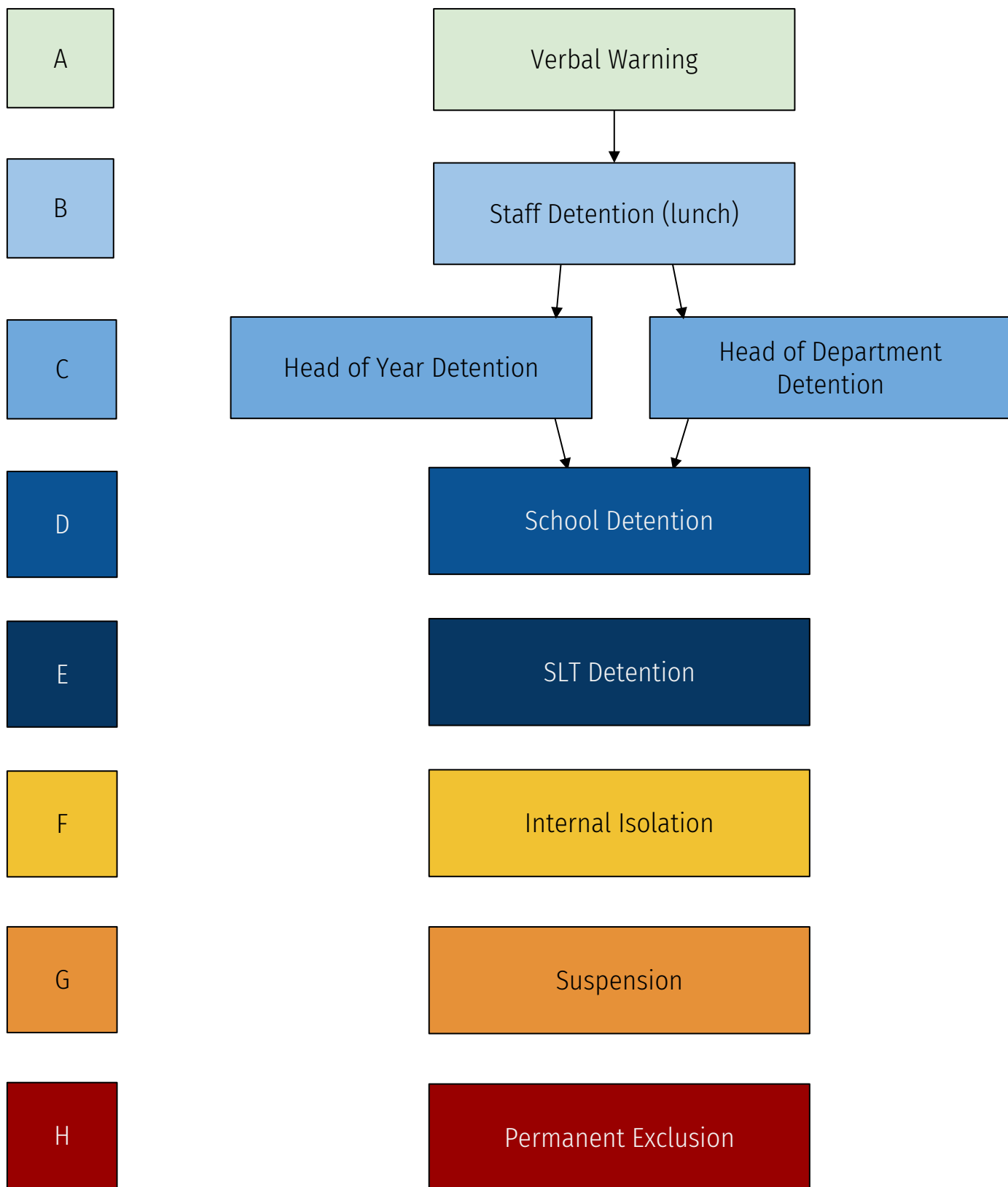
Termly reports are analysed by HoY/SLT to discuss incidents and young people that may require behaviour contracts or other interventions.

Appendix 5 - Rewards and Sanctions at a glance

Rewards

A	Verbal Praise	
B	Merit Mark	
C	Front of Queue Token	Cookie Voucher
D	Praise Postcard Email	
E	Letter Home	
F	Public Praise - Assembly	
G	Student Leadership	
H	Learning Honours, Honours, Colours	
I	Prizegiving Prizes	

Sanctions



Appendix 6 - Re-Integration Meeting Guidance

Part A: Reintegration Framework After an External Suspension

The focus is restorative. We want to address the behaviour without shaming, understand the triggers, and establish a clear, predictable path forward.

1. Regulating and Welcoming (Setting the Tone)

Goal: To lower defence mechanisms and show the student they are wanted back in the community.

- To the student: "We are really glad you are back. Before we talk about what happened, how are you feeling about being back in school today?"
- To the parent/carer: "Thank you for partnering with us today. Our goal is to make sure [Student's Name] is set up to succeed moving forward. How has the communication felt from your end during this period?"

2. Reflection & Accountability (Restorative Inquiry)

Goal: To understand the student's perspective of the incident without triggering defensiveness.

- "Looking back at what happened that led to the suspension, what are your thoughts on it now?"
- "Who do you think was impacted by what happened, and in what way?"
- "If you found yourself in that same high-stress situation today, what might you need to do differently?"

3. Identifying Triggers & Support Systems

Goal: Mapping out the environmental or emotional catalysts.

- "What were the triggers or warning signs before things escalated? (e.g., feeling crowded, a specific subject, feeling misunderstood)."
- "When you start to feel that way, who is one adult in this school you feel safe reaching out to?"
- "What does 'help' look like for you when you are starting to feel overwhelmed?"

4. Co-Creating the Success Plan (Forward-Facing)

Goal: Practical adjustments and accountability metrics.

- "What adjustments can we make in the classroom to help you stay focused and calm?"
- "If you need a moment to regulate, what is our agreed-upon plan? (e.g., a specific pass, a designated quiet space)."
- "How will we know things are going well? What does a successful week look like for you?"