

# Behaviour in Schools Policy

## Ashmole Academy



**Written by:** Mr Dhinsa – Deputy Head Teacher

**Approved by:** Mr Sullivan – Executive Head Teacher **Date:** December 2022

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**Next review due by:** December 2023



## Ashmole Academy

# Behaviour Policy

### Aims of the Policy

This policy aims to:

- Provide a consistent approach to behaviour management
- Define what we consider to be unacceptable behaviour
- Outline how pupils are expected to behave
- Classroom Management
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our systems of rewards and sanctions
- Liaison with parents

### Aims

An aim of the school is to create a friendly environment while insisting on strict standards of behaviour and courtesy. The ethos of the school is founded on the quality of relationships between all who work and learn here. Such relationships are characterised by mutual respect, consideration and common courtesy, irrespective of race, gender, sexuality, disability, faith or religion or socio-economic background. We all value the positive atmosphere generated at Ashmole Academy. We aim to treat each person as an individual and expect each person to achieve high standards, displaying honesty, integrity and politeness in all situations.

At Ashmole every individual is valued for who they are and what they contribute to the school. Values Education supports the personal and social development of every pupil through the school. The Ashmole Values are Endeavour, Reflection, Professionalism, Responsibility, Respect and Co-operation.

#### The A B C of “Excellence”

##### *Achievement and Aspirations*

**We celebrate students who aspire to be the best that they can be.** They work hard, aim high and aspire to do their best in every aspect of their school life. They reflect on their success and respond positively to feedback given.

##### **Students demonstrate this through displaying:**

- *Endeavour* (resilience, perseverance, adaptability, endurance, determination)
- *Reflection* (reviewing, responding positively to feedback)

##### *Behaviour and Presentation*

**We celebrate students who demonstrate excellent behaviour at all times.** Students should meet all deadlines, complete all work to the best of their ability, and present themselves in a smart, courteous and polite manner. They take ownership of their actions.

##### **Students demonstrate this through:**

- *Professionalism* (meeting deadlines, being courteous and polite, looking presentable)
- *Responsibility* (honesty, accountability, ownership, pride)

### *Community and Relationships*

**We celebrate students who are active members of the Ashmole and wider community and who build positive relationships.** They should work well as a team, work collectively and co-operate to help and support each other.

#### **Students demonstrate this through:**

- *Respect* (tolerance, patience, understanding, empathy, kindness)
- *Co-operation* (collaboration, teamwork, support)

Using our values system, we aim for our students to be confident, respectful and focussed on their learning. Promoting good behaviour and preventing poor behaviour in a clear and consistent way is essential to this. Through good models of adult behaviour, consistent approaches in dealing with students and constant encouragement to develop self-esteem, we aim to engender self-discipline and autonomous adherence to high standards by all. Our strong, efficient pastoral system supports the positive working attitudes in the school.

The Head Teacher and school staff implement behaviour and discipline practices which are made explicit to students in their school planners and through assemblies and tutorial programmes. The implementation of these practices will involve both sanctions and rewards. Rewards and sanctions will be implemented consistently whilst recognising that the Head Teacher must have regard to the individual situation and the individual pupil. The Head Teacher will use his professional judgment in the implementation of these practices.

This document describes the policies and procedures we have in place to ensure this, with regard to the relevant legislation. As outlined in the guidance from the Department for Education, all staff in the Academy have the power and responsibility to discipline students for misbehaviour and in some circumstances, to do this outside the Academy.

The Academy has a uniform and appearance code and requires students to arrive at school fully prepared for work. While Sixth Form students do not wear uniform, students must comply with the published dress and appearance code. Through good models of adult behaviour, consistent approaches in dealing with students and constant encouragement to develop self-esteem, we aim to engender self-discipline and autonomous adherence to high standards by all. Our strong, efficient pastoral system supports the positive working attitudes in the school.

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## Expectations

We expect the highest standards of behaviour from our students at all times, in and out of lessons and at any time when recognisable as a member of the Academy, whether on site or in our wider community. We expect students to be ready and able to learn at all times. This means they are in the correct uniform, attend regularly, are properly equipped and prepared to work hard in their lessons and on their homework. The way we expect students to behave is set out in the in their school

planners and through assemblies and tutorial programmes. All students and parent/carers are expected to read this at the start of the academic year.

Rewards and sanction will be implemented consistently whilst recognising that the Head Teacher must regard to the individual situation and the individual student. The Head Teacher will use professional judgement in the implementation of these practices.

**Misbehaviour** is defined as:

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

**Serious misbehaviour** is defined as:

- Repeated breaches of the school rules
- Threatening a member of staff
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
  - Knives or weapons
  - Alcohol
  - Illegal drugs
  - Stolen items
  - Tobacco and cigarette papers
  - Vaping products
  - Fireworks
  - Pornographic images
  - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the students)

(This is not an exhaustive list, sanctions for individual incidents will be issued by the headteacher inline with the academized expectations)

There are two sets of legal provision which enable Academy staff to confiscate items from students:

1. The general power to discipline enables a member of staff to confiscate, retain or dispose of a student's property as a punishment;
2. The power to search without consent and to confiscate "prohibited items." -see Keeping children and young people safe-searches policy

**Any prohibited items listed above found in student's possession will be confiscated. These items may not be returned to the students. If the student is in possession of an illegal item this will be referred onto the police.**

The possession of knives or weapons in the Academy may lead to permanent exclusion from the Academy, with the case being referred to the Police.

If a knife or weapon has been brought into the Academy with the intent of inflicting harm or to act as a threat to another person, the Academy will proceed to a permanent exclusion.

The Academy will also liaise and co-operate with the Police when dealing with any disciplinary or behaviour matter that is deemed unlawful.

## Bullying

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

Bullying is, therefore:

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

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

(Please see Anti-Bullying Policy)

The Academy will take action against students who practise these behaviours including suspension/exclusion, particularly where serious breaches occur or misbehaviour is repeated.

Sixth Form students are required to be excellent role models for younger students. Their position as student leaders requires them to adhere firmly to the expectations of the school. Sixth Form students agree therefore required to show high standards of behaviour and a positive attitude at all times.

## Classroom Management

All students should enter the classroom on arrival and should then stand quietly behind their chairs and wait for staff to instruct them to sit down. This quiet and controlled entry to the lesson signals that the class needs to be ready to learn as soon as they enter the room. Where there are practical activities in Science or Technology lessons classes should be instructed to line up outside the room and enter when instructed by the teacher. In all lessons students should work in silence unless involved in purposeful dialogue organised and managed by the teacher.

For a calm and orderly start to the lesson it helps if staff stand at the doorway as students enter the classroom in order to control the flow of students. This is when staff should check for uniform infringements and set an appropriate tone to the lesson by speaking to students in a positive but firm manner as they enter.

All classes should be seated according to a seating plan devised by the teacher. An aid to good classroom management is to have a seating plan decided by the teacher. This includes form period. Effective teachers use the seating arrangement as part of their planned strategies for learning. Students need to accept that teachers may change seating arrangements for sound educational reasons as well as to manage behaviour. It is Ashmole policy that classes are seated boy/girl. This includes form period.

A seating plan also helps teachers to check for vandalism, graffiti and chewing gum. All classes should be aware that they should check at the beginning of the lesson and inform the teacher of any problems. They should know that if they do not let the teacher know, they will be held responsible if any problems are discovered by the teacher.

Teachers should always check the rooms at the beginning and end of every lesson to make it easier to discover the perpetrators of any deliberate acts of vandalism.

Teachers using computer rooms or cluster rooms must always use fixed seating plans and equipment must be checked at the start and end of every lesson. These rooms must be locked at the end of lessons.

On arrival to their allotted seats students should remain standing and remove coats then take from their bags all books and equipment needed for the lesson, including planners.

Once instructed to be seated students should copy the learning outcomes from the board and then begin the starter activity which will include silent reading in English lesson.

To help an orderly start to lessons, students are required to be silent while the attendance registers are taken.

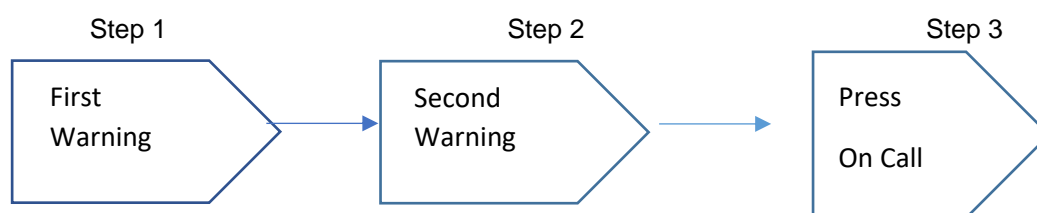
Dismissal at the end of a lesson is also important in helping to maintain an orderly atmosphere in class and around the site. Classes should wait to be dismissed row by row or table by table so that the teacher can supervise from the doorway. Classes should be dismissed in silence.

It is important to always be able to find individual students easily in case of emergencies or lateness. To make this easier in the event of a room change, for example moving to a cluster room, please place a note visible on the window of the room to indicate where the class have moved to.

**Students benefit from consistency. If we all insist on these expectations of behaviour we make it easier for ourselves and for our colleagues**

Teachers have a number of proactive techniques in order to pre-empt and avoid potential misbehaviour. Equally teachers have been provided with a range of 'minimiser techniques', which will minimise the disruption to the whole class and avoid drawing attention to the low-level disruption. The school has a 'Stepped Approach' to prevent behaviour deteriorating as students are given a chance to improve their behaviour before they receive a sanction.

A student will be given their first warning for their misbehaviour and it is expected that the student has then reflected and engages with their learning. Should the student continue to misbehave then the teacher will issue a second warning and remind the student that should they not correct their behaviour then press 'on call' for a senior member of staff



If the behaviour is serious then the teacher should ignore the first two stages of the stepped approach and immediately press on call.

#### On Call

The school 'On Call' system has been set up so that senior/middle leaders can support teachers in classrooms efficiently. Teachers can notify through the school management system, that they would like the assistance of a middle/senior leader. Depending on the circumstances the issue may be resolved and a student can continue to remain in the classroom, or they may be removed.

#### Referral System

The school referral system applies to any serious incident that may lead to detention or a more serious sanction. The purpose of the referral system is to establish the facts from the class teacher about the behaviour of the student(s), which is then referred onto their head of department, and the relevant head of year informed. This then leads to an investigation, and the findings are summarised for the relevant member of the leadership team.

#### Sanctions

When poor behaviour is identified, sanctions should be implemented consistently and fairly in line with the behaviour policy. Good schools will have a range of disciplinary measures clearly communicated to school staff, pupils and parents. These can include:

- A verbal reprimand.
- Extra work or repeating unsatisfactory work until it meets the required standard.
- Missing break time.
- Detention including during lunch-time or after school
- School based community service – such as picking up litter, tidying a classroom; helping clear up the dining hall after meal times; or removing graffiti.

Designated area during break and lunch times

- Regular reporting including early morning reporting; scheduled uniform and other behaviour checks; or being placed "on report" for behaviour monitoring.
- In more extreme cases schools may use suspension or permanent exclusion.

It is important for the student to reflect on their poor behaviour and during either a detention or isolation they would be spoken to by a member of staff about their behaviour and how they could have managed the situation showing the school values. Students are also expected to make an apology where appropriate, and this may be public, written or verbal, depending the circumstances of the incident.

## **Detention**

Should a student be issued with a 45-minute detention, the academy will inform parents/carers.

Staff will always take into consideration not to set a detention when it is likely to place the child at risk, or where the pupil is known to be a carer, or suitable travel arrangements are not place.

## **Roles and Responsibilities**

### **The Governing Board**

The governing board is responsible for monitoring this behaviour policy's effectiveness.

### **The Head Teacher**

The headteacher is responsible for reviewing and approving this behaviour policy.

The headteacher 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 rewards and sanctions are applied consistently.

### **Staff**

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents (see appendix 3 for a behaviour log)
- Liaise with parents regularly

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

### **Staff Development**

At least once every academic year all staff are reminded of the approach taken regarding behaviour. This includes sharing proactive and minimiser techniques for classroom teachers, dealing with incidents for middle leaders, and investigating for pastoral teams.



## Parents

Parents are expected to:

- Support their child in adhering to the school's expectations and read the full details of this in their child's planner.
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with pastoral teams within the school.

## Student Code of Conduct

Students are expected to:

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

At Ashmole we value and will actively encourage students who demonstrate:

- Telling the truth
- Courtesy
- Keeping promises
- Respecting the rights and property of others
- Acting considerately towards others
- Taking responsibility for one's actions
- Self discipline
- Self expression
- Our own skills and the skills of others
- Achieving or exceeding your personal best

## Rewards

Ashmole Academy believes in the principle of a praise culture and seeks every opportunity to reward and praise students. The most frequent praise will be received verbally and in writing in response to achievement and effort in work, in class and for homework based upon our values system.

Positive behaviour will be rewarded with:

- Praise
- Merits and postcards awarded through our value system
- Letters or phone call home to parents
- Special responsibilities
- Achievement assemblies

**Full details on our rewards provision can be found in the rewards policy**

## Off - Site Behaviour

Sanctions may be applied where a student has misbehaved off-site when representing the school:

This includes:

- Taking part in any Academy organised or Academy related activity such as trips;
- Travelling to or from the Academy;
- When wearing the Academy uniform;
- In some way identifiable as a student at the Academy.

The Academy can also discipline when a student:

- Displays behaviour which will have repercussions for the orderly running of the Academy;
- Displays behaviour that poses a threat to another student or member of the public;
- Displays behaviour that could adversely affect the reputation of the Academy.

## Student Support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the student.

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

Where necessary, support and advice will also be sought from specialist teachers, and at times external agencies to identify or support specific needs.

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

When a student breaches a school rule, the systems designed in the school require students to reflect on their behaviour and through the support of the pastoral teams, the student recognises how they could have managed the situation differently. Students who have been suspended/internally/externally excluded will have a Behaviour Intervention Plan, which contains all the support provided to the student.

## Phoenix Centre

There are times when a young person is unable to access mainstream school for a number of reasons. This could be for behavioural issues, illness, mental health concerns or other areas where they might be disengaged in education. In these circumstances, the Academy is able to provide student's education away from the mainstream school in our onsite Phoenix Centre.

The main focus and purpose of any student who enters the Phoenix Centre is to try and rehabilitate and support them in a smaller and nurturing environment so they can return back to mainstream. To enable this to occur it is essential that a student can be identified with their need so that possible strategies and solutions can be provided. These strategies may come from in school or external agencies.

The Phoenix Centre has a programme of stages that every student must go through. The importance of reflection is a key part of the programme and every student will receive a personalised programme of support that will go alongside their education. Each student must complete their programme successfully before being considered to return back to mainstream school on a phased return.

There may be times when students should return to the Phoenix Centre if they have become dysregulated or a relapse of their behaviour has been seen. If after a return to the Phoenix Centre, with further support given, an improvement is not made, the school would consider alternative provisions. This could include a respite period to a Pupil Referral Unit (PRU), exploring alternative provisions or if appropriate a managed move could be explored to another mainstream school.

## Exclusions/Suspensions

Only the headteacher can exclude/suspend a student from school. A decision to permanently exclude will only be taken as a last resort and only:

- In response to a serious breach or persistent breaches of the school's behaviour policy
- If allowing the student to remain in school would seriously harm the education or welfare of the student and others

Prior to deciding whether to suspend/exclude a student, either for a fixed-term suspension or permanently, the headteacher will:

- Ensure that an appropriate, thorough investigation has been carried out.
- Give the student the opportunity to provide their version of events.
- Consider all the evidence available to support the allegations.
- Take into account the school's Behaviour Policy.
- Ensure that actions are lawful, reasonable and fair.
- Ensure that actions do not discriminate against students on the basis of protected characteristics such as disability or race.
- Check whether the incident may have been provoked, for example by bullying or by racial or sexual harassment.
- Consider if the student has special educational needs and if so, ensure that reasonable adjustments have been made, as appropriate.

Before deciding to permanently exclude a student the Headteacher will ensure a range of interventions have been employed, as outlined in the school's Behaviour Policy, including fixed-term suspensions.

Only when such strategies have proved unsuccessful will permanent exclusion be considered. The only exception to this is in response to a one-off incident of sufficient gravity. On such occasions the severity of the offence may warrant a permanent exclusion even when there has been no previous history of poor behaviour.

The Headteacher may suspend a student for up to 45 school days in any academic year. Should it be necessary to suspend/exclude a student beyond 45 school days, then the exclusion will be permanent.

However, before this point is reached the Academy will have considered a range of options, including engaging with external support agencies, possible placement in our on-site Phoenix Centre and attempting to organise a Managed Move to another local school.

## **Following a Decision to Suspend/Exclude**

When a decision to exclude/suspend a student has been made, the Headteacher will provide the following information to parent/carers in writing:

- The reason for the exclusion/fixed term suspension
- The length of a fixed-term suspension or, confirmation that it is permanent
- Information about the parents'/Carers' right to make representations about the exclusion/suspension to the Local Governing Committee and how the student may be involved in this.

## **Returning from a Fixed-Term Suspension**

If a student is returning from a fixed term suspension, the Academy will arrange a re-integration meeting with the parent/carer and student. This is usually carried out with the Head Teacher or Deputy and a member of the pastoral team.

A number of possible measures may be implemented when a student returns from a fixed term suspension. These will be discussed in the meeting and followed up in writing with the parent/carer.