

Ashfield School



BEHAVIOUR AND EXCLUSIONS POLICY

Date of policy:

March 2020

Review date:

February 2021

INTRODUCTION

The following school Behaviour Management Policy has been established in accordance with the Governors' written statement of general principles for student behaviour and discipline.

The purpose of the policy is:

- To affirm the school's commitment to promoting positive behaviour and ensuring a well ordered environment in which effective teaching and learning can take place.
- To fulfil the governors' duty of care to students and employees
- To promote teaching and learning and high standards of attainment
- To outline the roles and responsibilities of staff within the school.
- To detail the procedures to be followed by staff when dealing with behavioural issues.

This policy has been written in line with the school vision statement and reflects the following:

Our vision is to support and challenge all learners in order for them to fulfil their potential now and in the future.

We will achieve this through:

Achievement
Safe Pride
Individuals
Respect
Expectations

Learning to achieve.

Rationale

Ashfield School is a school which has very high expectations of its students in terms of their attitude, their work and their behaviour. The school Behaviour Policy is based on an insistence on high standards of behaviour at all times. It should encourage students to behave in a responsible manner both to themselves and others, showing consideration, courtesy and respect for other people at all times. It is the school's duty to keep all students safe, happy and able to learn. High standards are set in the belief that a caring but challenging school ethos generates self-respect, independence and the highest levels of achievement. Good behaviour and discipline are essential if effective teaching and learning is to take place.

It is important for good behaviour to be recognised and rewarded. If students or groups of students are praised when it is merited then a positive climate is established in which students' self-esteem is nurtured and misbehaviour becomes by comparison a markedly less attractive way of obtaining attention. Students should understand that bad behaviour is unacceptable and will be punished. Sanctions are needed in order for disapproval of unacceptable behaviour to be registered with the students and to protect the necessary authority of the teachers. Rewards and sanctions should be fairly and consistently applied

by staff at the school but it is recognised that the application of rewards and sanctions must have regard to the individual situation and the individual student and that the member of staff is expected to use his/her discretion in their use.

Aims of the school discipline policy

1. To promote amongst students, self-discipline, respect for others, the proper regard for authority and positive relationships based on mutual respect.
2. To encourage good behaviour and discipline on the part of all students.
3. To ensure that all students understand the boundaries of acceptable behaviour at Ashfield School.
4. To ensure that all students can gain the most from their learning at the school.
5. To ensure consistency of response to both positive and negative behaviour.
6. To promote early intervention
7. To provide a safe environment free from disruption, violence, bullying and any form of harassment.

Acceptable and Unacceptable behaviour

The school defines acceptable behaviour as that which promotes courtesy, co-operation and consideration from all students in terms of their relationships with each other, school staff, visitors and members of the local community.

Examples of unacceptable behaviour include name calling, verbal abuse, threatening language, intimidation, stealing other students' property, physical abuse, bullying, vandalism and harassment of any kind.

The school communicates regularly the standards of acceptable and unacceptable behaviour to students and parents/carers through the school rules, displaying expectations for students across the school, in the school prospectus, home-school agreement, school assemblies, School Newsletters and individual discussions with students following incidents of poor behaviour.

Staff are informed of these standards through the staff handbook, staff induction to the school and the staff training programme.

Rewards

In promoting good and improved behaviour the school has a system of recognition and reward. This includes the use of:

- Praise and positive feedback
- 'A' Points and rewards catalogue
- Attendance Awards
- Certificates of commendation
- Nominations and Celebration Lunches
- Golden and Platinum Ticket Raffles
- Postcard rewards
- Awards at the Annual Presentation Evening
- Letters to parents/carers

Behaviour Management Systems

The school will implement a range of strategies to deal with inappropriate behaviour by students including:

- Talking 'privately' with the student
- Verbal reprimand

- Referral to appropriate member of staff eg. Form Tutor, Head of Faculty, Pastoral support Officer, Achievement Leader, Inclusion or a member of the School Leadership Team.
- Detentions at break, lunch and after school
- Letters to parents/carers
- Meetings with parents/ carers
- Referral to external agencies.
- Isolation from lessons
- Internal exclusion
- Managed moves
- Referral to the Inclusion
- Alternative provision
- Fixed term or permanent exclusion.

Parental involvement is implicit in all the above strategies.

Managed Moves

We work together with four local schools to ensure that all pupils are given opportunities to have a fresh start at education, should interventions put in place here at Ashfield not have worked.

The aim of this intervention is to avoid permanent exclusion and offer students a fresh start. A managed move will consist of a trial period at another local school, often between 6 and 12 weeks. If successful, the student would then transfer to their new place of education.

The use of exclusions

Exclusion is a disciplinary sanction to be used only by the Head Teacher or a member of the SLT where he or she is acting in the Head Teacher's absence. Exclusions will follow the guidance given by the DfE . ' *Exclusion from maintained schools, academies and pupil referral units in England – DfE September 2017*

'The Government supports head teachers in using exclusion as a sanction where it is warranted.' *Exclusion from maintained schools, academies and pupil referral units in England – DfE September 2017*

Internal exclusions

The school operates an internal exclusions system to work in a positive way with students in order to rectify poor behaviour. A member of SLT or the year team can recommend that a student serves an internal exclusion for behaviour which is unacceptable but which does not warrant a fixed term exclusion. Students will have restricted social time and be supervised at all times while completing units of independent study linked to their curriculum. The maximum internal exclusion period is 2 school days.

There are a small number of occasions, in agreement with parents, where students will be isolated at another school. The sanction would be in put in place in response to a serious breach of the school's behavior policy, ensuring the pupil understand how serious their conduct has been.

Fixed term exclusions

A decision to exclude a student is serious and should only be taken:

- a) In response to serious breaches of the school's behaviour policy; or
- b) If allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school.

Alternative Provision

To avoid permanent exclusion, a small minority of students are educated in alternative provision. We work with a handful of local education providers who help us to ensure any students, unable to receive an education in our setting, are able to have access to a suitable education within a setting that meets their behavioural need.

Permanent exclusions

A decision to exclude a child permanently is a serious one. It will usually be the final step in a process for dealing with disciplinary offences following a wide range of other strategies, which have been tried without success. It is an acknowledgement by the school that it has exhausted all available strategies for dealing with the child and should normally be used as a last resort.

There will, however, be exceptional circumstances where, in the head teacher's judgement, it is appropriate to permanently exclude a child for a first or 'one off' offence. These might include:

- a) Serious actual or threatened violence against another student or a member of staff
- b) Sexual abuse or assault
- c) Possession of or supplying an illegal drug
- d) Carrying an offensive weapon
- e) Making a malicious serious false allegation against a member of staff
- g) Potentially placing students, staff and members of the public in significant danger or at risk of significant harm.

These instances are not exhaustive, but indicate the severity of such offences and the fact that such behaviour can affect the discipline and well-being of the school community.

In cases where a head teacher has permanently excluded a student for:

- a) One of the above offences; or
- b) Persistent and defiant misbehaviour including bullying (which would include racist or homophobic bullying) or repeated possession and/or use of an illegal drug on school premises.
- c) An offence which is not listed but is, in the opinion of the Head teacher, so serious that it will have a detrimental effect on the discipline and well-being of the academy community.

The Secretary of State would not normally expect the governing body or an Independent Appeals Panel to over turn the decision to exclude.

Partial Timetable

As an alternative to exclusion the Head teacher may in limited circumstance, make use of a partial timetable to support a student. In all cases this will be in agreement with parents and any outside support agencies, in order to improve student behaviour and allow engagement with the school curriculum. Timetables will increase proportionately as that students is effectively reintegrated into school. In some cases students will work for some lessons within the bridging room.

Searching and Confiscation

Banned Items

Please refer to the DfE guidance ' Screening, Searching and Confiscation. Advice to Head teachers, staff and Governing bodies'.

Prohibited Items are:

- knives or weapons including replicas
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- e cigarettes
- matches, lighters etc
- fireworks
- pornographic images
- Mobile phones and electronic devices capable of taking images, sending texts, making calls or accessing the internet
- Items causing a disruption to learning e.g. spinners and laser pens
- any article that the member of staff 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 student).

In addition to the guidance any item brought into the school with the intention of the item being sold or passed on to other students which, in the head teachers opinion will cause disruption to the school or be detrimental to school practice may be confiscated.

Confiscation

Staff have the right to confiscate banned items with the authority of the head. Staff may search a student for banned items where they have reasonable suspicion that it maybe concealed following the guidance from DfE.

Where staff suspect that students have articles that are banned from school premises they can reasonably ask a student to turn out their bags, pockets and shoes in line with DfE guidance.

If the student refuses without reasonable grounds then the child will be isolated and a meeting held with parents.

Given the risk of potentially harmful items being brought onto site and concealed the school reserves this right to safeguard staff and students.

Use of reasonable force to Control or restrain

The Education Act 1997 clarified the position about the use of physical force by teachers, and others authorised by the Headteacher, to control or restrain students. The clarification was made by adding a section (Section 550A) to the Education Act 1996.

This new section came into force on 1st September 1998 and applies to all schools. It restates principles derived from common law and statute that have, in the past, been misunderstood. Where necessary reasonable force can be used to control or restrain students. Physical contact with students may also be appropriate and necessary in other circumstances.

Please see the school policy on Use of reasonable force to control or restrain students.

The power to discipline beyond the school gate

Following DfE guidelines as set down in 'Behaviour and discipline in schools – Guidance for governing bodies' the school may discipline students for non-criminal behaviour and bullying which occurs anywhere off school premises. This includes any bad behavior when the child is

taking part in any school-organised or school related activity or

- travelling to and from school or
- wearing school uniform or
- in some other way identifiable as a student at the school

Bad behavior will also include instances that could

- have repercussions for the orderly running of the school or
- pose a threat to another student or member of the public or
- could adversely affect the reputation of the school

Police Involvement

In the event that the behaviour of a student is criminal or poses a serious threat to a member of the public, member of staff or student then the police will be contacted.

Roles and Responsibilities

The Governing Body has established a written statement of general principles for student behaviour and discipline (see Appendix 1). The Governing Body will support the school in maintaining high standards of behaviour.

The Headteacher is responsible for the implementation and day-to-day management of the policy and procedures.

All staff will be responsible for ensuring that the policy and procedures are followed, and consistently and fairly applied. Mutual support amongst all staff in the implementation of the policy is essential. Staff have a key role in advising the headteacher on the effectiveness of the policy and procedures. Staff have a responsibility, with the support of the headteacher,

for creating a high quality learning environment which fosters a positive atmosphere for all students.

Parents and carers will be expected to take responsibility for the behaviour of their child both inside and outside the school. They will be encouraged to work in partnership with the school in maintaining high standards of behaviour and will have the opportunity to raise with the school any issues arising from the operation of the policy.

Students will be expected to take responsibility for their own behaviour and will be made fully aware of the school policy, procedures and expectations. Students will be encouraged to report any instances of misbehaviour, disruption, violence or bullying.

The procedures arising from the policy will be developed by the headteacher in consultation with the staff. The procedures will make clear to the students how acceptable standards of behaviour can be achieved and will have a clear rationale which is made explicit to all staff, students and parents. The procedures will be consistently and fairly applied and promote the idea of personal responsibility and that every member of the school has a responsibility towards the whole community.

The school will investigate, as appropriate, reported incidents of student misbehaviour. All incidents will be logged on SIMs and kept on the individual student record.

If an incident occurs in the classroom the initial responsibility lies with the subject teacher to deal with the incident using the sanctions outlined in this policy. If the misbehaviour is more serious or is repeated then the subject teacher should inform the HoF who will become involved in dealing with the incident. If the incident has been dealt with by the HoF without success then the Achievement Leader should become involved.

Achievement Leaders, HoFs and senior staff are allocated non-contact time in order to investigate incidents of misbehaviour. They will be supported by Pastoral Support Officers. The Achievement Leaders / Pastoral Support Officers will be expected to monitor students who misbehave in most of their subjects.

The school will notify the police and other relevant bodies of incidents where it is appropriate to do so.

Training of Staff

The school provides relevant information and training on behaviour management matters to all groups of staff. The school will provide training of all staff on behaviour management matters through induction training for all new staff, whole-school INSET and specific planned/tailored training.

Involvement of Outside Agencies

The school works positively with external agencies. It seeks appropriate support from them to ensure that the needs of all students are met by utilising the range of external support available. The SENCO and Inclusion TLR post holders will oversee the deployment of Outside Agencies such as Education Psychology Service, Health and Social Services, , Youth Offending Team and Drugs Counselling Agencies.

Monitoring and Evaluation

The school evaluates its policy against key improvement objectives which include for the individual student improvement in their behaviour and academic progress. The school will monitor the use of rewards and sanctions to ensure that its arrangements operate fairly and consistently across all year groups. At a wider level class / subject / whole-school measures such as general behaviour patterns, use of rewards and sanctions, use of detention and

effectiveness of the policy in encouraging positive behaviours are all monitored and reported to governors where appropriate.

Links to other school policies

This policy, together with the following, should be read alongside and in conjunction with other policies and statutory guidance regarding student behavior and welfare. These together will make up the suite of policies to ensure good behavior, which are key to safeguarding and the promotion of the welfare of children at Ashfield School.

Anti-Bullying Policy

Attendance Policy

Guidance on acceptable use of ICT

Homework Policy

Home School Agreement

Mobile Phones and Electronic Devices

Schools Complaints Policy and Procedure

SEND Policy

Use of reasonable force Policy

General Data Protection Regulation

All data within this policy will be processed in line with the requirements and protections set out in the General Data Protection Regulation.

APPENDIX 1

ASHFIELD SCHOOL

GOVERNORS' GENERAL PRINCIPLES FOR BEHAVIOUR AND DISCIPLINE

The ethos of the school

Ashfield School is a school which has very high expectations of its students in terms of their attitude, their work and their behaviour. High standards are set in the belief that a caring but challenging school ethos generates self-respect, independence, concern for others and the highest levels of achievement. A school which insists on the best achieves more for its students and the community that it serves.

Governors recognise that parental influence is critical in shaping student attitudes and behaviour. The student's home life has a direct and powerful effect on the way he or she interacts with other students and those in authority. It is important that parents are fully aware of the school's high expectations of student conduct and that parents will fully support the school's expectations and standards for their children.

The ethos of the school is grounded in the quality of relationships at all levels : between members of the school staff; between teachers and students; and between students. Such relationships are characterised by mutual respect; by the valuing of students; and by the positive view of teachers as professionals and students as learners.

Student conduct

A school has to be an ordered and stable society otherwise learning becomes impossible. Students are expected to come to school prepared to work and to learn. It is unacceptable for any child to disrupt another in his or her work. All students should show a proper respect for authority (both teaching and non-teaching staff). All students should be punctual to lessons and should have full attendance unless absent through authorised circumstances. No student should engage in conduct prejudicial to the good name of the school, either on the school premises or in the local community, both inside and outside normal school hours.

Rewards and sanctions

Effective learning should take place in a caring and disciplined environment. Good behaviour is a necessary condition for effective teaching and learning to take place. If students or groups of students are praised when it is merited then a positive climate is established in which students self-esteem is nurtured and misbehaviour is not an acceptable route to obtaining attention.

The school discipline policy should promote, among students, self-discipline and the proper regard for authority. It should encourage students to behave in a responsible manner both to themselves and others, showing consideration, courtesy and respect for other people at all times. Sanctions are needed in order for disapproval of unacceptable behaviour to be registered with the students and to protect the necessary authority of the teachers. Rewards and sanctions should be fairly and consistently applied by staff at the school.

APPENDIX 2

ASHFIELD SCHOOL

CLASSROOM BEHAVIOUR PROCEDURE

Disciplinary pathway.

- 1st offence - Verbal warning and name on board
- 2nd offence - Tick next to name - recorded on SIMS
- 3rd offence - Faculty support can be put in place - recorded on SIMS (or 1st serious offence)

Must be followed by - Faculty detention system -recorded on SIMS - parents notified

SSR called only if the first 3 steps above have been followed and the student is failing to co-operate with faculty support (eg refusing to go). **SSR can** also be called if students (obviously truanting) from another faculty are disrupting learning in your faculty area or if an emergency arises.

Very serious or unusual incidents will be dealt with by the HoF in conjunction with the AL.

Subject teachers should not e-mail / phone AL or AAL for offences that should be dealt with at a faculty level. The AL will return these un-dealt with.

Detention system

- Staff or faculty break or lunch detention - failure to co-operate results in...
- Faculty after school detention - failure to co-operate results in...
- Whole school Friday detention

Examples of offences

Late to lesson
Eating / drinking /chewing in lessons
Talking when the teacher is talking
Time wasting
Missing equipment
Shouting out / low level disruption
Pushing / shoving/play fighting
Swearing at other students
Phone / ipod being used

Example of serious offences

Swearing at staff
Racist/homophobic/ sexist language
Persistent arguing with staff
Persistent refusal to follow instructions
Physical abuse
Unsafe behaviour in lab / workshop

APPENDIX 3

FIX TERM EXCLUSION LETTER

31 January 2018

Address

Dear XXXXX

Student Name: xxxxxxxx
Fixed Term Exclusion

I am writing to inform you of my decision to exclude xxxxxx for a fixed period of xxx days. This means that he will not be allowed in school for this period. The exclusion begins on xxxxxx and ends on xxxxxxxxxxxxxxxx.

I realise that this exclusion may well be upsetting for you and your family, but the decision to exclude xxxxxxxx has not been taken lightly. xxxxxxxx has been excluded for this fixed period because of xxxxxxxxxxxxxxxxxxxxxxxx.

You have a duty to ensure that your child is not present in a public place in school hours during this exclusion on xxxxxxxxxxxxxxxx until xxxxxxxxxxxxxxxx unless there is reasonable justification for this. I must advise you that you may receive a penalty notice from the local authority if your child is present in a public place during school hours on the specified dates. If so, it will be for you to show reasonable justification.

We will set work for xxxxxxxxxx to be completed on the days specified in the previous paragraph as school days during the period of his exclusion when you must ensure that he is not present in a public place without reasonable justification. You are advised to contact Student Services so that the necessary arrangements for collecting and returning the work can be made. Please ensure that work set by the school is completed and returned to us promptly for marking.

You have the right to make representations about this decision to the governing body. If you wish to make representations please contact xxxxxxxxxxxxxx on 01623 455000 / email: admin @ashfield.notts.sch.uk as soon as possible. Whilst the governing body has no power to direct reinstatement, they must consider any representations you make and may place a copy of their findings on your child's school record.

You should also be aware that if you think the exclusion relates to a disability your child has, and you think disability discrimination has occurred, you have the right to appeal, and/or make a claim, to the Special Educational Needs and Disability Tribunal (SENDIST). The address to which appeals should be sent is SENDIST, Mowden Hall, Staindrop Road, Darlington DL3 9DN.

You and your child are requested to attend a reintegration interview with xxxxxxxxxx, Assistant Head Teacher and xxxxxxxxxx, xxxxxxxxxx at Ashfield School on xxxxxxxxxx at xxxxxxxxxx. If that is not convenient, please contact the school as soon as possible to arrange a suitable alternative date and time. The purpose of the reintegration interview is to discuss how best your child's return to school can be managed. Failure to attend a reintegration interview will be a factor taken into account by a magistrates' court if, on future application, they consider whether to impose a parenting order on you.

You also have the right to see a copy of xxxxxxxxxxxxxx school record. Due to confidentiality restrictions, you will need to notify me in writing if you wish to be supplied with a copy of xxxxxxxxxxxxxx school record. I will be happy to supply you with a copy if you request it. There may be a charge for photocopying.

The Parent Partnership Service gives advice and support to parents who consider their child has special educational needs. The Parent Partnership Service can be contacted on 0115 948 2888. You may also find it useful to contact the Advisory Centre for Education (ACE) – an independent national advice centre for parents of children in state schools. They offer information and support on state education in England and Wales, including on exclusion from school. They can be contacted on 020 7704 9822 or at www.ace-ed.org.uk.

xxxxxxxxxxxxs exclusion expires on xxxxxxxxxx and we expect xxxx to be back at school on xxxxxxxxxxxxxxxx.

APPENDIX 4

~~Yours sincerely~~
