



**ASHLAWN SCHOOL**  
***'A High Performing Specialist Academy'***

**BEHAVIOUR POLICY**

Policy & Procedure Number	AP006
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On Website	✓
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## **Ashlawn School Behaviour Policy**

### **Purpose**

- The purpose of this policy is to specify what behaviours and attitudes are expected in school, and outline what actions will be taken to achieve and maintain those expectations.

### **Underpinning Aims**

- The aims of Ashlawn School contain the following relevant statements
- To develop in our students the capability for autonomy, the ability to take responsibility for their own lives
- To encourage in our students the development of a proper sense of moral values and of conduct based on this
- To set for, and expect of our students, high standards in academic performance, conduct and appearance
- To develop within each of our students self esteem and equal esteem for others

### **Expectations**

- We expect positive, caring attitudes and actions towards all people, including one's self. These will be characterised by taking pride in our own and others performance and appearance in and out of school; by being helpful; by showing interest in others difficulties; by understanding and acting on the needs and wishes of others; by challenging behaviour which is selfish, in ourselves and others.
- We expect high levels of respect for property and environment. These will be characterised by care of books, equipment and furniture; by willingness to play our part in keeping the school and its surroundings clean and pleasant.
- We expect positive attitudes towards learning and the work involved in its achievement. These will be characterised by high standards of teaching; meeting of deadlines; pride in end products, whether these be written, graphic, oral or any other form; purposeful activity which meets the needs of the individual and respects the rights of others.

**These expectations refer to all members of the school, whatever their role or age.**

## **Actions**

### **To help these expectations become reality the following actions will be taken**

- A code of conduct will be published and implemented which has broad agreement from all, and is couched in positive terms
- Adult student interactions will be characterised by respect for the student's individuality; understanding of her/his needs and circumstances; a genuine desire for the student to progress/improve
- Teaching will not only be well prepared and relevant, but delivered in a positive style, where achievement is expected and possible in both home and school work, and where reward is given quickly and appropriately
- The organisation and delivery of curriculum and timetable will be designed to allow maximum differentiation and achievement and the minimising of opportunities for difficult behaviour
- There will be opportunities for students to take responsibility/contribute e.g. Year councils
- There will be a well- developed reward system, which will be applied consistently and fairly, irrespective of gender, ethnicity or ability
- There will be simple, agreed sanctions, applied consistently and fairly, irrespective of gender, ethnicity or ability.
- There will be support provided to individuals where this is appropriate and possible
- Parents will be involved at the earliest appropriate moment in the resolution of difficulties
- Expectations will be made explicit through:
  1. The School P.S.H.E. Curriculum
  2. The School Pastoral Curriculum
  3. Regular Contributions in Assemblies
  4. Student Handbooks
  5. Staff Handbooks

## **Training**

- Appropriate training will be provided to staff both informally (e.g. within pastoral meetings) and formally (e.g. INSET on Positive Teaching).

## **Evaluation**

- The success of policy and strategies will be evaluated by reference to data on rewards and sanctions, incidence of unacceptable behaviour, and perceptions of staff, students, parents and visitors.

## **Review**

- Aspects of this policy will be reviewed regularly, and opportunity given to new students/staff to take part in updating the Code of Conduct.

## **Appendices**

1. Code of Conduct
2. Expectations of Behaviour
3. Standards of Work and Behaviour Guidelines for Staff
4. Detention Policy
5. Withdrawal Room
6. Smoking Policy
7. Mobile Phones
8. Inclusion Room
9. Inclusion Team
10. Detention Procedure
11. 4 Strike Rule
12. Golden Rules for the classroom

**This Policy is to be read in conjunction with the Safeguarding Policy.**

## Appendix 1

### **Ashlawn School Code of Conduct**

The one rule for all of us in School is:

**Everyone will act with courtesy and consideration**

**This means that:**

- **We always try to understand other people's point of view**
- **In class you make it as easy as possible for everyone to learn and to teach**
- **We move quietly and sensibly about school**
- **We always speak politely to everyone and use a quiet voice**
- **We are quiet whenever you are required to be**
- **We keep the school clean and tidy so that it is a welcoming place we can all be proud of**
- **Out of school we remember that the school's reputation depends on the way we behave and look**
- **We are always in the right place at the right time**

## Appendix 2

### **Ashlawn School Expectations for Behaviour**

#### **Concern for others**

These actions are offensive to others and **must not** happen:

- Bullying, smoking in school, swearing, name calling any criminal activity

For everyone's safety: - Do not bring to school:

- Dangerous toys, weapons, matches, lighters, fireworks, electrical devices, iPods, laser pens, cigarettes, chewing gum, alcohol, decorative jewellery in other words, anything likely to be dangerous, or distracting or offensive to others

#### **Cyclists/motorists**

- Know and Obey the Highway Code
- Cyclists never ride on school premises
- Cyclists do not use car park entrance
- Lock bicycles during the day
- Do not interfere with or borrow vehicles/cycles
- Keep vehicle or cycle in roadworthy condition
- Park only where permitted
- Drive/cycle carefully at all times
- Failure to obey these simple rules will mean you will not be allowed to bring your vehicle/cycle to school

#### **Health and Safety**

##### **Keep left in corridors**

- Ball games away from the buildings-avoid broken windows!
- Take care of buildings and furniture
- Wear flat shoes
- Put litter in bins
- Only enter labs or craft rooms with permission from a teacher
- Wear gym shoes only in gymnasium/sports hall

## **Out of bounds**

- All car parks at all times
- Bicycle sheds during lesson times and breaks

## **Punctuality**

- Be on time at all times
- If you do arrive at school late then you must sign in at the attendance office

## **Absence/Illness**

- Bring a signed, dated note from parents after absence
- Bring a note or appointment card to your form teacher if you have to keep a medical appointment during school time
- If you feel ill or need medical attention during the day, you should report to Resources with a note from your teacher

## **Lunchtimes and Breaks**

- Only leave school at break or lunchtime if you have permission
- Eat only in the dining room
- Clear your food/litter away
- Indoors is for sitting and talking/working
- If you wish to run around, use the yard and field

## **Dress appearance**

- Stick to clothing regulations
- Make sure you are always neat, clean and tidy

## **Ashlawn School Standards of Work & Behaviour Guidelines for Staff**

### **“Discipline is about co-operation not domination” (McPhail 1982)**

All students are expected to work hard and to behave properly. It is hoped that this will happen without undue recourse to sanctions.

The teacher can do a great deal to establish a good working atmosphere within the group by preparing suitable work, by being enthusiastic and interesting, by expecting **hard work** and **high standards** from students and by ensuring that minor deviations are dealt with promptly and firmly. Students cannot be expected to be perfect any more than they should expect perfection of teachers but if a quick word does not have the desired effect when a student momentarily steps out of line then further steps must be taken – though staff should remember it is very unwise to make a threat that is not carried out. Most teachers prefer to deal with classroom misdemeanours themselves but, if this does not seem to be effective, the following lines of action should be considered:

#### **For Classroom Problems**

- Keep student back to discuss privately. This is far safer and more effective than a public confrontation.\*
- Consider giving a small task of service to the school. This can provide a good opportunity for further discussion.
- Consider setting extra work.
- Consider a short detention at break or lunchtime
- Issue a detention after school – see detention policy
- Refer to Head of Department.
- On no account should a student be sent out to wander around the school, disturbing other classes. If a student is impossible in the class, send them to the Withdrawal Room.
- If you feel very angry yourself leave the room and ask for help. Never be tempted to hit/clip a child, however provocative.

\* If a student is kept behind for a discussion, it is important that he/she does not miss a bus, which would cause him/her to be more than twenty minutes late arriving home.



## **For more serious or persistent problems**

Use departmental referral forms to begin discussion with Head of Department.

### **The Head of Department may:**

- Discuss alternative strategies with the subject teacher
- Talk to the student
- Issue a detention
- Notify and discuss the issue with parents >> Head of Year to be informed
- Place the student on report >> Head of Year to be informed
- Withdraw the student temporarily into another class

### **The Head of Year may:**

- Consult with Heads of Department/subject teachers
- Talk to the student
- Issue a detention
- Involve the parents
- Place the student on report
- Counsel the student
- Involve the ESW
- Withdraw the student for a specific period, to spend time with the Head of Year/Senior member staff
- Involve the Head of Upper/Lower School/Deputy Head Students
- Involve the Head of the Learning Development Dept (LDD)
- Raise concerns at the half termly Inclusion Team Meeting
- Complete a Pastoral Support Plan
- Refer the student for a place in the Inclusion Room

### **The Head of LDD may:**

- Consult with subject teachers/Heads of Department
- Prepare and implement an IEP
- Involve outside agencies
- Raise concerns at the half termly Inclusion Team Meetings

### **The Head of Lower/Upper School may**

- Do any of the above
- Withdraw the student for a specified period to spend time with them
- Involve the Deputy Head Students

### **The Deputy Head Students/may:**

- Do any of the above
- Place the student in the Inclusion Room for a specified period
- Exclude the student for a specified period (following consultation with the Head Teacher)
- Involve the Head Teacher

### **The Head Teacher may:**

- Do any of the above
- Permanently exclude the student

**\*\*** These are very serious steps indeed and, in view of the long term implications, must be approached with very great caution. There are strict guidelines which must be adhered to.

### **The Form Tutor**

The Form Tutor will be informed by the Head of Year of any Departmental Referral Forms, Withdrawal Room Referrals, Inclusion Room placements and/or detentions issued to members of their form.

Form Tutors are responsible for ensuring that students in their forms are appropriately dressed. Subject Teachers are to notify Form Tutors of any individuals who are incorrectly dressed.

Form Tutors are to monitor punctuality and attendance. Truancy will be dealt with by the Head of Year.

Form Tutors can use the Lower/Upper School detention system if they need to issue a detention:

e.g. for unacceptable school dress

Not having planner/organiser signed

Three lates to school

Misbehaviour in tutor time

### **Rewards**

It should be noted that that a far more positive approach to work and behaviour may be achieved by the judicious use of praise and encouragement. Whenever possible use should be made of rewards which may be given to recognise hard work, sensible behaviour, willingness, and any other worthy response which we feel should be 'rewarded'. It is sometimes difficult for young people to assess those qualities which we regard as being desirable, if we make little effort to define and encourage "good" behaviour.

**The aim in applying sanctions is to improve the behaviour of the student rather than obtain retribution. Whenever sanctions are applied, the student should be encouraged and supported in putting right the situation.**

## Appendix 4

### **Ashlawn School Detention Policy**

#### **Detentions after School**

Parents will be aware that when students in the school misbehave either persistently or seriously, one of the sanctions we use is detention after school. This policy is made clear **at the Year 7 Parents' Conference**. When this punishment is used, notice is always given so that parents know at least 24 hours in advance that their daughter/son will be late home. We appreciate that this will cause inconvenience for the student and regret that it may cause inconvenience to parents. Most parents, however, understand the need for high standards of behaviour which enable high standards of achievement and for punishments, if behaviour and, therefore, achievement is poor. We are grateful to all parents who support this simple rule on behaviour. We are even more grateful to those parents who punish their child for having got a detention in the first place since this ensures their children know the importance of good behaviour at school.

We are also aware, as a caring school, that parent's worry, particularly in winter months, about their children getting home early. Many parents pick up their children after a detention. We are sympathetic to younger students going home in the dark at winter and may in the first instance set lunchtime detentions. If infringements continue then this will be discussed with parents.

We believe that most parents understand that it is reasonable to punish with a detention students who misbehave regularly or seriously or both. We believe that most parents recognize the dilemma of upholding good standards of behaviour by using detention and not wishing to endanger in any way students who are detained. We further believe that parents will, quite rightly, expect us as professionals to have regard to the risks attendant upon detention as well as our right and duty to maintain good discipline by the use of detention and other punishments.

Our approach to punishments is dictated by our policy on rewards; we believe that our Rewards system is an effective way of motivating students along with other means of recognising their good work and giving due praise. When we have to detain students, therefore, all of the above influences our decision. Our policy is this:

- Detentions after school form part of our reward/punishment system.
- Detentions after school will be given for infringements of the school's code of behaviour (see below).
- Parents will always be given at least 24 hours' notice of a detention. This notice is designed to inform parents of a detention, not to seek their permission for a detention.
- The date, time and length of the detention will be made known to parents.
- Attention will be given to the risks facing the student including such factors as hours of daylight, the age of the student and distance from home to school.

This is our policy. It may be amended from time to time in consultation with parents, staff and others.

We hope that this will clarify with parents any uncertainties over detentions.

Finally, for parents' information, we will list some examples of conduct that may result in detention after school:

- Failure to produce homework
- Lack of work in a lesson
- Disruption of the learning of others
- Use of foul inappropriate language in a lesson
- Unacceptable school dress
- Truancy
- Smoking – see policy
- Leaving the premises without permission e.g. at break or lunchtime
- Impertinence or refusal to obey instructions
- Misbehaviour at break or lunchtime
- Misbehaviour on the way to school or on the way home when obviously a member of Ashlawn School
- Lateness to school/lessons

This is not an exhaustive list but gives parents some idea of the sort of behaviour we-and we believe, you as parents-do not wish to see in school.

## **Ashlawn School Withdrawal Room Policy**

The Withdrawal Room is an addition to the range of rewards and sanctions available to colleagues in promoting high standards of work and behaviour in classrooms. This facility is not intended to replace any of the sanctions and rewards outlined elsewhere.

The Withdrawal Room is intended as somewhere to send students whose behaviour following requests, reprimands etc. continues to be such as to prevent teachers from teaching and/or students from learning. It may also be used as a response to particular more extreme incidents of misbehaviour. Such students at such times can be sent to the Withdrawal Room for the duration of the lesson in which misbehaviour took place. It is a facility intended to prevent Heads of Department, Heads of School and Heads of Year from having their lessons interrupted.

The Withdrawal Room is situated in the Inclusion Room.

### **The system will function as follows:**

- The Withdrawal Room is staffed for 25 periods per week the Learning Mentors.
- Students who persist in preventing teaching and/or learning taking place can be sent there.
- Students referred will have their names recorded in a register.

**Staff making referral will fill in a Referral Form by the end of the day and place in the appropriate Head of Year's pigeon hole. Referral Forms will be kept in the Staff Post Room.**

- Students referred will be given a letter by the Head of Year with a reply slip informing parents of the misbehaviour. They will also receive an imposition to complete in their own time. Both reply slip and completed imposition will be returned to the Head of Year the following morning.
- Failure to go to the room when sent, misbehaviour en route to, or in the room and failure to complete/return impositions or reply slips will be deemed more serious offences than the original misbehaviour – i.e. students must comply with instructions even if they think it an injustice.
- Impositions will be given on a tariff basis – second and subsequent referrals will bring greater responses and as a last resort possible exclusion from school.
- If a student feels the referral is unfair then they should still go to the Withdrawal Room. They should see their Head of Year afterwards. The above procedure is told to all students in assembly at the start of every Autumn Term.
- Amendments will be made to these arrangements in the light of experience.

It needs to be stressed that the Withdrawal Room is not a first resort. There is a range of sanctions available to all colleagues prior to using this one. The fundamental rule that **"Discipline is about co-operation, not domination"**. Co-operation is achieved through setting appropriate and interesting work, by demonstrating enthusiasm, by expecting hard work and high standards and by liberal use of praise and the full range of rewards available to us.

## **Ashlawn School Smoking Policy**

Ashlawn School and its staff, supported by parents and governors have always been actively anti-smoking. The pernicious dangers of smoking are well known to all. Nicotine is one of the most addictive drugs known to mankind. Smokers themselves and those exposed passively to cigarette smoke are physically damaged by the practice. On Health Education grounds it is the clear duty of all those involved with young people to do all they can to reduce and to aim to eradicate smoking.

Recent research has demonstrated that those people who smoke are far more likely than those who do not to become involved in the use of illegal drugs. This is a clear and compelling reason for a strong anti-smoking policy.

Young people prefer to be given information that will help them to make wise choices about their life-style. The Personal, Social and Health Education curriculum at Ashlawn School deals comprehensively with the issue of smoking from this stand point. The growing unacceptability of smoking is stressed alongside the physical dangers. Assemblies and Year Meetings are used to drive home the message that smoking is dangerous, fatally so in many cases, and is also contrary to the school rules.

Against this background of education about tobacco abuse and the general drugs education programme, and of clearly stated school rules, if any student chooses to smoke in school it is an informed choice that she/he is making. She/he is informed of the dangers and of the school rules issue. If she/he decides to go ahead and smoke then she/he can expect serious sanctions.

**\*This policy relates also to the smoking of electronic cigarettes and derivatives.**

## **SANCTIONS: "6 STRIKES AND OUT"**

The following sanctions will apply to cases of smoking by students in school/on way to or from school in Ashlawn school dress:

<b>OFFENCE</b>	<b>SANCTION</b>	<b>SUPPORT</b>
<b>Strike 1</b>	<b>Detention by Head of Year</b>	<b>Letter to parents enlisting their aid in preventing a recurrence</b>
<b>Strike 2</b>	<b>1 day working in the school's Inclusion Room</b>	<b>Parents invited into school to discuss repeated and deliberate infraction of school rules. Plus strong recommendation to refer to G.P. and specialist agencies for help and counselling</b>
<b>Strike 3</b>	<b>Exclusion for 1 day from school by Head of Year p.p. Head Teacher</b>	<b>As at Strike 2</b>
<b>Strike 4</b>	<b>Exclusion for 5 days by Head of Upper/Lower School p.p. Head Teacher</b>	<b>As at Strike 2. Plus encouragement of parents to ensure no further offences</b>
<b>Strike 5</b>	<b>Exclusion for 10 days by Deputy Head Teacher p.p. Head Teacher (5 external plus 5 internal in Inclusion Room)</b>	<b>As at Strike 4. Parents warned of possible permanent exclusion if student continues to smoke</b>
<b>Strike 6</b>	<b>Excluded for 15 days. Final warning - Deputy Head Teacher p.p. Head Teacher (5 external plus 10 internal in Inclusion Room)</b>	<b>As at Strike 5. Parents warned of possible permanent exclusion if further offence committed</b>
<b>Strike 7</b>	<b>PERMANENT EXCLUSION – Head Teacher</b>	

**Throughout the procedure, the services of the Orchard Centre would be used to assist and support children and their parents.**

**N.B.** Substantial 'clean' periods between strikes will be taken into positive consideration when deciding whether to move to the next "strike".

In addition to this, from 1<sup>st</sup> January 2000 Ashlawn School was designated No Smoking on site for adults. Again research has shown that children are far more likely to take up smoking if they see parents and other adults smoking.



### **Ashlawn School Mobile Phone Policy – Years 7–11**

For Years 7 – 11 mobile phones are not allowed in school. This is to prevent disruption of lessons and to avoid the possibility of theft and inappropriate use.

If a student needs to phone home they can do this from the appropriate Head of Year's office.

If a parent needs to contact a student urgently then they should telephone the school. A message will be taken to the student immediately.

If a student needs to have their phone before or after school then they should hand it in to Student Services after 8.30 am. They can then collect it at 3.30 pm.

Should a student have a mobile phone in school it will be confiscated and handed to their Head of Year. **This phone will only be given back to a parent/carer.**

The phone will be available at Reception between 8:00am and 5:15pm (5:00pm on a Friday).

## Appendix 8

### **Ashlawn School Inclusion Room**

The Inclusion Room is on the West Site by LDD and between W20 & W21

This room is designed as a sanction and support system for those students who in the past have been internally or externally excluded from school. It will also be used for other reasons e.g. re-integration of students returning from exclusion.

It is open from 9.00 am – 3.30 pm

### **Inclusion Room Team**

Samantha Webster  
Louise Stuart  
Zoe Smith  
Rebecca Barnes  
Tabitha Robinson

Rebecca Cooper – is their team leader.

Liz Cheney or Lois Reed decides who is referred to the Inclusion Room. Kate Smith is authorised to put students in if there is space.

Students in the room will either complete work from the bank of work already provided by Departments or other appropriate tasks. Your Head of Department will know what resources have been provided.

If you teach a student who is referred to the Inclusion Room then you may be given the opportunity to set alternative and more appropriate work. For example, with Key Stage 4 students – this may be an opportunity for them to complete coursework.

You will receive a yellow slip requesting work.

On receipt of this slip you can either:

- Return the slip stating you want the student to complete work from the bank of work already in the room. This is perfectly acceptable. Should you wish to set other work then see below.
- Set work and set it back with the runner
- Send appropriate work later to reception. This work will then be passed to the students. (Do not send the work to the Inclusion Room)

N.B. there may be exceptional circumstances, and as in the case when a student is externally excluded, we may ask you for appropriate work. In this case then you will be given sufficient notice. You will not be expected to set work immediately.

Under no circumstances should a student ever be sent to the Inclusion Room. The Withdrawal Room should still be used for students who persistently disrupt learning.

## **Ashlawn School Inclusion Team**

The school Inclusion Team meets every half-term

At the meeting are the Heads of Years 7 – 11, the Heads of Upper & Lower School, the Head of Learning Development Department, SENCO and all Learning Mentors and discussion at these meetings are about every student on the EBD register and includes:

1. Update on every student on the EBD register
2. Who needs an educational psychologist referral
3. Who needs to be referred to R Rogers, ex: Early Intervention Service
4. Other appropriate actions for Wave1/Wave 2/Wave 3 students
5. Who could move down a level
6. Heads of Year/Head of LDD also make referrals for a student not at Wave 2 to be at Wave 2 i.e. have a Learning Mentor.

**This policy is to be read in conjunction with the Safeguarding Policy**

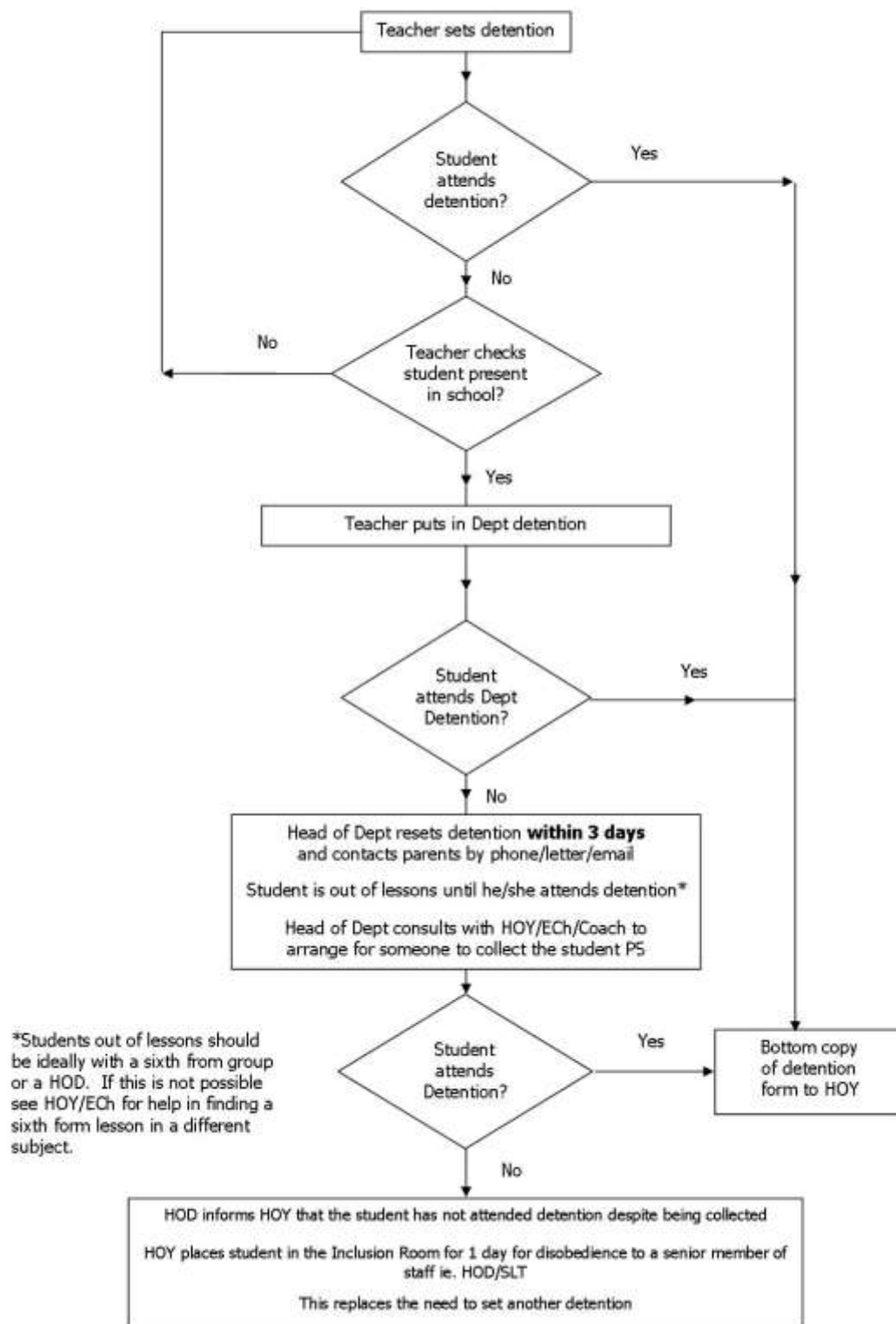


Figure 1

## **4 Strike Rule**

### **Strike 1**

- *Verbal warning*
- *Name on the board*

### **Strike 2**

- *2 minutes outside the classroom*
- *1 to 1 discussion*
- *Tick against name*

### **Strike 3**

- *Second tick against name*
- *Detention*

### **Strike 4**

- *School withdrawal*

## **Golden Rules for the classroom**

### **Commit to Learn!**

- 1. Arrive on time, prepared to learn.*
- 2. Be respectful to others, listen when others are talking.*
- 3. Follow instructions.*
- 4. Begin tasks when set and remain on task.*
- 5. Embrace learning and always try your best.*