Ashton Community Science College

Behaviour Policy

Review Schedule:

Named Owner:	Mr W Clarke (Deputy Headteacher)
Date Of Creation:	Sept 2022
Last Review:	Sept 2025
Next Scheduled Review:	Sept 2026
Overview of Amendments to this Version:	Repeated mobile phone consequences. Further clarification on next steps if a student repeatedly refuses instruction. Reference to national policy changes.

This policy should be read in conjunction with the school's:

Child Protection and Safeguarding Policy;

Anti-Bullying Policy;

Online Safety Policy;

Mobile Phone Policy

ICT Security (Students) Policy;

Care and Control of Students Policy;

Personal Searching Policy;

SEN Policy;

Mental Health and Emotional Wellbeing Policy

The school recognises its duties under the Equality Act 2010 to make reasonable adjustments for children with disabilities. This policy has been drawn up using advice from: Behaviour and Discipline in Schools: Advice for Headteachers and School Staff DfE July 2022, Suspension and permanent exclusion from maintained schools August 2024, Keeping Children Safe in Education 2024 and DfE guidance Sexual violence and sexual harassment between children in schools and colleges September 2021

Ashton Community Science College

Introduction

At Ashton our strapline is **– '*A school to be PROUD of*'**. We want to create a culture in which students and staff alike feel they belong in our community, that they dream, believe, work hard and achieve.

With this principle in mind we strongly believe that by upholding high standards of behaviour the school community can fulfil their ambitions and achieve success on many fronts. All members of the school community have the right to feel safe at all times and be able to work and relate confidently with each other. In dealing with issues of behaviour we aim to reflect and repair, supporting each other to learn from mistakes and re-establish positive relationships where they may have broken down.

Aim

This policy aims to develop a student's sense of responsibility and independence for their own actions, and to ensure that they understand the required behaviours to enable them to thrive both inside the classroom and throughout the community.

Each member of staff has responsibility for upholding standards of behaviour in school, both within their classroom and around the school site, as well as implementing this policy both fairly and consistently.

The policy aims to define what we consider to be unacceptable behaviour, including bullying and discrimination, although these examples are not exhaustive. It:

- Outlines how students are expected to behave
- Summarises the roles and responsibilities of different people in the school community with regards to behaviour management
- Outlines our system of rewards and sanctions

Our Principles

In order to enable effective teaching and learning to take place, good behaviour in all aspects of school life is necessary. We seek to create a caring, learning environment in the school by promoting good behaviour and discipline. We share this with the students through our use of our Ashton strapline – '*A school to be PROUD of*'. This is there to help remind us of some of the basic things every student must get right to be part of our school community:

Punctual – be on time for school and for each lesson, missed learning takes you further from success.

Responsible – take ownership of your behaviour and accept the consequences of everything you do.

Organised – learn to manage your time, equipment, workload and resources. It is your job, no-one else's.

Uniform – your uniform shows you belong to the Ashton family – wear it smartly and with pride.

Determined – commit to achieving your very best, be prepared to struggle and to fail on the road to success.

Roles and Responsibilities

The school is aware that in order facilitate high standards of teaching and learning and therefore excellent student outcomes there must be high standards of behaviour at all times. Behaviour management is a matter that concerns and involves all members of the school community.

All students are expected to:

1. Treat all members of the Ashton community with courtesy and respect.
2. Take pride in and respect the school's environment.
3. Fully engage in the Ashton Way
4. Arrive at school on time every day and attend every lesson on time.
5. Always be fully equipped and ready to learn.
6. Wear the correct school uniform with pride in line with the school expectations.
7. Be determined to achieve to the best of their ability, learning from any mistakes they might make.
8. Strive to uphold the PROUD values that Ashton has.
9. Have a responsibility to ensure that incidents of disruption, violence, bullying and any form of harassment are reported.
10. Comply with all reasonable requests made by staff.
11. Follow the school rules and behave in a responsible way at all times, in the school, on school trips and when travelling to and from the school.
12. Behave in a manner which does not adversely affect the health and safety of others
13. Understand the school's definition of disruptive behaviour and not act in a manner which is disruptive to the learning of others.
14. Complete homework on time and to the best of their ability.
15. Move sensibly and safely around the school.
16. Not have a mobile phone or electronic device switched on or visible, whilst in school.
17. Not bring any banned items onto the school site.

Parents and Carers

Parent and carers are expected to take responsibility for the behaviour of their child both inside and outside the school by:

1. Abiding by the Home-School Agreement.
2. Treating all members of the Ashton community with courtesy and respect.
3. Encouraging their child to respect others and the school environment.
4. Actively encouraging their child to uphold the school's PROUD values and engage in The Ashton Way.
5. Ensuring their regular attendance and good punctuality and inform the school promptly of any reason for absence.
6. Ensuring holidays are not taken in term time; they will be unauthorised and are likely to attract a fixed penalty notice.
7. Actively supporting in insisting on high standards of uniform, behaviour and discipline to and from school
8. Ensuring their child is in full school uniform with appropriate footwear.
9. Providing the necessary PE kit, bag and equipment.
10. Actively engaging with School Synergy
11. Actively encouraging their child to do homework.
12. Supporting their child's independent learning.
13. Actively supporting the school's behaviour, sanctions and rewards policy.
14. Making the school aware of any concerns or problems that might affect their child's education, welfare, behaviour and life at school.
15. Attending parents' evenings and other appointments as they arise.

16. Ensuring that any changes to their contact details are communicated with the school immediately
17. Speaking to the school directly if they are unsure about anything.

School Staff

School Staff are expected to:

1. Be fully aware that behaviour management is the responsibility of all staff
2. All staff will be responsible for ensuring that the policy and procedures are followed and consistently and fairly applied
3. Staff are responsible for dealing with unacceptable behaviour wherever they see it, in classrooms and corridors
4. Have high expectations from students at all times and insist on high standards of behaviour, discipline, attendance, punctuality and uniform from all students
5. Create a high-quality learning environment, with well planned, engaging lessons that cater for the needs of all students in the lesson
6. Follow and consistently apply The Ashton Way, correcting student behaviour that goes against this.
7. Treat all members of the Ashton Community with courtesy and respect.
8. Encourage and support students to embody the school's PROUD values and to follow The Ashton Way.
9. Raise any concerns regarding students' behaviour with the relevant head of year.
10. Issue sanctions, including detentions and the use of on-call, for unacceptable behaviour
11. Issue praise, including the administration of merits, for excellent behaviour
12. Record all behavioural events, both positive and negative, on School Synergy, by following the correct reporting procedure.
13. Contact parents/carers regarding their child's behaviour where necessary.
14. Consistently develop their understanding of behaviour for learning and relevant techniques as part of their CPD
15. Ensure they demonstrate, communicate and model correct behaviour in all aspects of school life.
16. Provide a safe, enjoyable and caring environment
17. Take part in repair and rebuild conversations with student following instances of disruptive behaviour or incidents of serious misbehaviour.
18. Remain calm and conduct discussions that are respectful and allow for all parties to engage in dignified resolution.

The Governing Body

The Governing Body are expected to:

1. Ensure that the policy is clearly communicated to students and parents
2. The policy is non- discriminatory and the expectations are clear.
3. Support the school in maintaining high standards of behaviour
4. Ensure there is no differential application of the policy and procedures on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality.
5. Monitor the implementation of the policy

The home school agreement highlights many of the core responsibilities found above.

Classroom and Corridor Routines

One key way to establishing and maintaining a culture of excellent behaviour is through ensuring there are routines that teach students the correct way to behave. These routines are to be followed at all times by staff to ensure consistency of practice and to support students in managing their behaviour and enhance their learning. These routines must not be changed in any way for any class at any time

Classroom routines

At the start of every lesson the routines are as follows and staff will:

- Greet students at the door appropriately ("good morning" / "good afternoon")
- Ensure students enter immediately in an orderly manner.
- Ensure students place equipment packs on desk.
- Ensure bags and coats are be packed away under the desk/on the chair back.
- Complete the starter task in silence.
- Take register with class remaining silent unless answering to their name
- Call out every student's name and expect the response to be 'Yes Miss/Sir' (or as instructed).

During every lesson the expectations from students are as follows:

- Students will respond to greetings from the staff member/s upon arrival to the lesson
- Follow all instructions from all adults in the classroom at all times
- Students will speak to peers and adults in a pleasant and polite manner
- Students will actively engage in the learning experience, complete all work to the best of their ability
- Students will ask for help by putting up their hand to attract a teacher's attention
- Students will treat all members of the class with dignity and respect

At the end of every lesson the routines are as follows and teachers must ensure:

- Students pack away when they are told to by the teacher and not until then.
- Students remain seated until the teacher asks them to stand behind their chairs
- Students will stand behind their seats in silence unless they are responding to a teacher's question
- Students will be dismissed by the teacher
- The teacher will stand at the door to control the exit of students from the room and to monitor movement and behaviour on the corridor

Corridor Rules and Routines

Around the school, staff will monitor behaviour, encourage and expect students to:

- Walk on the left-hand side of the corridor and in single file
- Walk in a calm and orderly manner (no running, shouting etc.)
- Take the quickest route to the next classroom and arrive promptly to lessons.
- Use the correct staircases and remain in designated areas
- Always wear full school uniform
- Not wear outdoor clothing, such as coats, hats, gloves and scarves in the building
- Eat and drink in designated areas - no eating or drinking in corridors or classrooms
- Place litter in the bins provided
- Be polite and helpful to others at all times
- Follow ALL instructions given by ALL staff at ALL times
- Accept requests or instructions from staff without argument, answering back or challenge

The Ashton Way - Positive Behaviour Curriculum

At Ashton, we recognise the different starting points that all of our students have in relation to their understanding of what constitutes positive behaviour and why it is needed. To ensure that all of our students have the chance to grasp all of life's opportunities we see behaviour as a curriculum.

'The Ashton Way' is our behaviour curriculum and is the responsibility of all staff; by teaching students positive learning behaviours and managing negative behaviour in a constructive manner we aim to provide ***'Consistency and Certainty'***.

It is not enough for us as educators to merely outline a list of prohibited behaviours. To give our students the best opportunity to fulfil their potential, we must teach them that positive behaviour is so much more than the just the absence of negative behaviour.

Through encouraging positive behaviour patterns we can promote good relationships throughout the school community built on trust and understanding. We believe that as students practise these behaviours, over time they become habits that positively shape how they feel about themselves and how other people perceive them. As philosopher Paul Durant states "We are what we repeatedly do. Excellence, then, is not an act, but a habit." (1926)

"The Ashton Way"

P-R-O-U-D

- Be **P**unctual to school and lessons because …

being on time for school and for each lesson takes you closer to success.

- Be **R**esponsible because ….

we must take ownership of our behaviour and accept the consequences of everything we do.

- Be **O**rganised because ….

learning to manage our time, equipment, workload and resources allows us to assign energy to other important elements of learning.

- Wear the **U**niform with pride because…

it shows we belong to the Ashton Family.

- Be **D**etermined because …

learning is hard. We must commit to achieving our very best and be prepared to struggle and even fail on the road to success.

Throughout the school

- At Ashton we respect the environment throughout our school because it is our learning environment shared by all of us.
- At Ashton we stop when requested to do so by a member of staff because it is respectful to do so, allowing effective communication to occur.
- At Ashton we walk in a calm, orderly and purposeful manner because it maximises our learning time and keeping ourselves and others safe is important.
- At Ashton we move **purposefully and calmly** through the corridors because it allows us to be safe and free from stress in a crowded environment.
- At Ashton we demonstrate basic manners such as:

- Responding to interactions
- Saying hello and goodbye
- Saying please and thank you
- Helping one another
- Holding doors open for others
- Communicating using respectful language and tone
- Making eye contact when we are verbally interacting

because we are learning how to interact with each other as expected in wider society.

- At Ashton we fall silent when a member of staff raises their hand for attention because it gives that member of staff our full attention.

Within the classroom

- At Ashton we enter and exit classrooms in an orderly manner.
  - Upon entering we:
    - Place coats on the back of chairs and bags on the floor
    - Place all of our equipment pack on the table
    - Complete the recall activity in silence
    - Answer the register with "Yes Sir/Miss/other title as requested"

  because the start of the lesson is important and sets us up for the learning ahead
  - Upon exiting we:
    - Pack up and stand behind chairs
    - Exit when dismissed by staff

  because it allows us to review our learning and provides a calm and orderly dismissal.

- At Ashton we engage with all learning such as:
  - We actively try to complete all of our learning
  - We answer questions when asked "no opting out"
  - We engage in pair and group discussion when directed
  - We respond to staff instructions

  because we deserve the best conditions for learning.

- At Ashton we demonstrate 100% attention when requested:
  - Equipment Down
  - Sat Up
  - No Talking
  - Track …. (the teacher/screen/book/student etc)

  because we want to give our full attention to what is being delivered and we want to avoid distractions.

- At Ashton we complete our own independent practice
  - **O**nly you
  - **W**ithout questions
  - **N**o distractions
  - Independent Practice

Because it builds resilience and proves what we are capable of achieving in ideal learning conditions.

Rewards

- Rewards can be issued on Synergy (registers System) in the form of merits by any member of staff for positive behaviour either in the classroom or around school. House Points will also be issued at regular intervals by SLT (Senior Leadership Team) to reward students for good academic performance recorded via whole school data captures.

- Merits will accumulate as points. At the end of each term, students will be entered into draws to win prize items.
- At the end of each term a rewards Assembly will take place celebrating students' achievements over the previous term.
- The school hosts an awards evening in the Summer Term to acknowledge and celebrate students' successes, with the wider school community.

- Further rewards include:
    - Talking privately to the student
    - Postcards Home
    - Certificates
    - Phone calls/text messages/Synergy messages home
    - Recognition Assemblies
    - School Trips

- There are 5 main categories the student can receive a house point for inside the classroom that embody the Ashton Way and which will support students in promoting their learning and deepening their knowledge within the classroom.
    - The Ashton Way
        - Demonstrating good recall / retrieval
        - Demonstrating resilience
        - Showing engagement / Being passionate
        - Responding to feedback
        - Using excellent vocabulary
    - Further ways of receiving house points outside of the classroom involve.
        - Contributing to the School Community
        - Attending BOOST activities
        - Good Attendance
        - Employability Skills
        - Being a Star Reader

Sanctions

Sanctions will be given when a student's behaviour is unacceptable / inappropriate, in order to help them to develop a sense of right and wrong. A range of sanctions are clearly defined in the procedures and their use will be characterised by clarity of why the sanction is being applied and what changes in behaviour are required to avoid future sanctions. The procedures make a clear distinction between the sanctions applied for minor and major offences.

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

- Talking 'privately' with the student
- Verbal reprimand – spoken in an assertive way if necessary but not shouted.
- Time out to another classroom
- Use of the detention system
- Report Cards
- Withdrawal of school privileges
- Letters to parents/carers
- Meetings with parents/carers
- Referral to external agencies
- Referral to The ARC
- Referral to other school's alternative provisions if deemed necessary
- Suspensions or permanent exclusion

Support

The school will review the support available to individual students who may be at risk of disaffection, disengagement or exclusion, including the development and provision of:

- Learning support programmes
- Mentoring programmes, including both one to one and group work
- Individual Behaviour Plans (IBPs)
- Pastoral Support Plans (PSPs)
- Additional curriculum resources
- Different teaching strategies
- Study support or alternative curriculum provision
- Counselling referral

Early intervention

The school will involve external agencies where it is appropriate to do so, for the purposes of student education and guidance.

- The school liaises with a range of external and professional bodies as appropriate, including the Local Authority, health and social services, police, voluntary sector and religious bodies, and Children's Services.

Dealing with disruptive behaviour in the classroom

Definition of disruption: "*Disruptive behaviour is **anything** students do that causes the teacher to stop teaching the lesson*"

- Examples but not an exhaustive list are: Talking when the teacher is talking, or another child is responding to a question from the teacher, eating/chewing/drinking, swinging on chairs, shouting out, general disruption to learning, distracting others.

Teachers have a wide range of non-verbal cues they can use to correct a student's behaviour before they deem it necessary to hand out a verbal warning. However, the use of these does not make disruption acceptable and a teacher may choose to limit the number they use. That is entirely at their professional discretion.

If disruption occurs in a lesson a teacher will issue a:

1. **REMINDER** to ALL students:
   - On the first incident of disruptive behaviour ALL students will be reminded that disruption to lessons is unacceptable
     For example; "I have stopped my teaching because..... I am reminding you that this is unacceptable"

2. **WARNING** to ALL students:
   - On the second incident of disruption ALL students are issued a warning
     For example; "This is the second time I have stopped my teaching, you are all warned any student that disrupts from now will receive a consequence for their actions"

3. **CONSEQUENCE** to the student(s) that continue to disrupt:
   - The next student(s) to disrupt are issued with a 20-minute detention during lunch on the same day for incidents of disruption during Periods 1-4 and the next day for incidents of disruption period 5.
     For example; "You have disrupted my lesson despite the reminders and warnings, your consequence is a C3 – 20-minute lunch time detention".

- It is the responsibility of the student to report to the detention room on the day the detention is issued. Students who fail to attend the detention without discussion or permission from a member of staff will have further sanctions, including being isolated for the day, time in the ARC or suspension applied.

4. **REMOVE** student from lesson via the "B4L" system. If the same or any other student further disrupts the lesson:
   - The teacher to make a request for B4L.
   - The student will be removed from lessons and placed in a different classroom. Parents will be contacted via Synergy. In some cases, students may continue to learn in isolation pending a meeting with parents. The minimum of a whole lunch detention will be issued.

Dealing with Disruptive Behaviour on The Corridor

Definition of disruptive behaviour outside of lesson times:

"Disruptive behaviour is anything students do that does not follow the corridor and school rules or instructions given to them by adults"

When disruption occurs on a corridor (break, lunch, lesson change-overs etc) Staff are required to:

1. Issue a **REMINDER** to individual or group of students:
   - "Your behaviour on this corridor/library/yard/classroom etc is unacceptable, I would like you to stop and follow my instruction to ……"

2. Issue a **WARNING** to individual or group of students:
   - "This is the second time I have instructed you to ……., you are / you all are warned any student that does not follow this instruction will be issued with a consequence for their behaviour

3. Issue a **CONSEQUENCE** to individual or group that continue to disrupt:
   - "You have not followed my instructions despite the reminders and warnings, your consequence is a 20 minute detention"
   - Any individual or group of students that are not following instructions will ALL be issued with a detention
   - If students remain in a group and anyone of that group argues, they will all get a sanction - this is to encourage students to walk away from disruptive behaviour

4. **REMOVE** student via "B4L" system:
   - The teacher makes a request for SLT or pastoral support
   - The student will be removed from the area and parents will be contacted. In some cases, students may continue to learn in isolation pending a meeting with parents.

Non-Negotiable behaviours

Non-Negotiable behaviours are those in which all students must abide by, and staff are not going to negotiate or discuss with students who are not following these expectations. These include the following behaviours:

- Wearing the Uniform with Pride
- Removing outside clothing when inside the building
- Having the correct equipment to learn

- Switching off mobile devices – they should not be seen or heard
- Chewing/Eating – in lessons or on the corridors is not permitted
- Being in possession of fizzy drinks
- Drawing on hands or body

All of these behaviours are easily rectified and so a short detention will be given. If a student chooses not to rectify the issue, then this will lead to greater sanctions.

Refusal to comply

If a pupil refuses to follow a reasonable instruction from a member of staff, an appropriate sanction will be issued. For example, if a pupil refuses to attend isolation following a C4 removal, the school will contact parents/carers to seek their support in ensuring the sanction is completed. If the pupil continues to refuse to complete the isolation, a suspension from school may be issued.

Mobile Phones

Students are not permitted to have mobile phones switched on whilst they are on school site. Breaches of this are taken seriously. See our school mobile phone policy for more information.

Detentions

The school uses break time, lunch time and after school detentions as a form of sanction for students who fail to comply with expectations and rules. Detentions can be issued by teachers and the law states parental consent is not required when issuing a detention. However, the school will endeavour to notify parents by text message for after school detentions longer than 20 minutes. The following detentions are currently being used:

Curriculum Detentions

Type of Detention	Examples include but not limited to	Consequence	Outcome	Failure
Class Teacher	• Not working to ability • Lack of homework • Inappropriate behaviour	A break, lunch or after school detention.	Student resolves the issue raised.	Head of Department Detention
Head of Department	• Persistently demonstrating the behaviours	A break, lunch or after school detention.	Student resolves the issue raised.	C3

Whole School Detentions:

Type of Detention	Examples include but not limited to	Consequence	Outcome	Failure
Late Detention	• Late to school before reg closes • Late to lesson	Break Detention	Student loses 10 mins of break time	Lunch detention
Late detention after reg closed	• Arrived after 9.15am	Attendance team detention / Year team detention	Student receives a 30 minute after school detention. The student completes the missed learning. The Year Team could also impose supervised breaks and lunches.	Reset before ARC
Not following the Ashton Way	• Uniform and or equipment issues that can be corrected • Eating or drinking in class. • Chewing gum. • Drawing on their body. • Wearing outdoor clothing inside. • Not responding to pleasantries.	Break Detention	Student resolves the issue and loses their lunch time	Lunch Detention with Year Team
Consequence 3	• Disruption to learning • Stopping the teacher from teaching • Stopping others from learning • Not attending a break detention	Lunch Detention	Student is supervised for 20minutes of their lunch time	ARC
Consequence 4	• Disruption to learning • Stopping the teacher from teaching • Stopping others from learning	Lunch Detention	Student is supervised during the after-school detention by staff	ARC
Severe defiance and/or persistent disruption	• Persistently displayed elements of disruption and or defiance through the behaviour stages or behaved in a single inappropriate way.	After School Detention / ARC	Student receives a 30 minute after school detention or ARC depending on incident. The Year Team could also impose supervised breaks and lunches.	ARC /Suspension
Serious Incident	• Serious or repeated misbehaviour	Time in ARC or suspension or Perm Ex	8:40 – 16:00 Student works in ARC. Breaks and lunches are supervised, and students are provided work.	Suspension

During break and lunch time detentions, staff must allow reasonable time for students to be able to visit the toilet and eat their lunch. If a student's detention is for the full lunch time, the student will be supervised getting lunch from the canteen, eating it and attending the toilet.

Issuing a Behaviour Detention

- The detention issued for unacceptable behaviour needs to be logged by the member of staff as soon as possible to allow parents to be informed by School Synergy.
- Detentions issued during the school day that are set prior to break or lunch will be served on the same day.
- Detentions issued after lunch will be deferred to the following school day.
- All after-school detentions will be scheduled in advance and communicated accordingly.

Notifying Students

- Staff should verbally inform the student that they have received a sanction.
- Students will also be able to see all sanctions on their Synergy. They can access this in school by logging onto a PC or at home each evening via their personal device.
- At the start of each lesson, staff should remind students who appear on their register to attend the detention. This may mean a student receives up to 5 reminders in any 1 day.

During the Whole School Detention

- All members of designated staff will be present in the detention room at the start of the detention.
- Students will report to the designated detention room and be seated by staff.
- Students will sit in silence.
- Students will complete reflective work during their detention or any other learning task as deemed suitable by the lead teacher.
- When a student has been removed from a classroom, it is considered good practice to provide the student with an opportunity to reflect on their behaviour and engage in a restorative conversation with the class teacher. This conversation should aim to repair relationships, promote mutual understanding, and support a positive return to the learning environment.
- It is recognised that these may not always be possible during the detention period or prior to the next scheduled lesson. In such cases, efforts should be made to facilitate the conversation at the earliest appropriate opportunity, with support from a member of the Year Team to ensure a constructive and restorative approach is taken.
- Failure to engage in the restorative conversation may result in extended sanctions.

Escalating Detentions

- Should a student not attend a detention without a valid reason, it will escalate upwards.
- If a student misses a whole school lunch or after school detention without prior reason being provided, this will result in time spent in the ARC.
- Should a student be removed from two lessons in a week, the student will automatically be isolated for the remainder of the day and spend time in the ARC.

Behaviour Management

Students who are regularly removed via B4L for behaviour which disrupts teaching and so disrupts learning will face further sanctions which could include a period of time in The ARC, suspension or even permanent exclusion

As a last resort, to supplement normal disciplinary procedures in the school and where behaviour disrupts the teaching of a lesson students may be removed instantly by B4L and a referral to SLT

without first issuing class warnings. This would usually be where health and safety of members of the school community is compromised or a member of the school community needs support instantly.

For instances of **serious** misbehaviour, the sanction of placement in the school's behaviour unit – The ARC, **or** a direction order to an off site behaviour provision in another school for a fixed period of time **or** a formal, legally binding suspension or permanent exclusion from school will be issued.

Examples of serious misbehaviour can be seen below. Please note this is not an exhaustive list:

- Repeated breaches of the school rules
- Any form of bullying (Further information can be found in the school's Addressing Bullying Policy.)
- Sexual violence or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
    - Sexual comments
    - Sexual jokes or taunting
    - Physical behaviour like interfering with clothes
    - Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Truancy
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. This list is not exhaustive, but examples include:
    - Knives or weapons
    - Alcohol
    - Illegal drugs and paraphernalia
    - Vape pens and paraphernalia
    - Stolen items
    - Tobacco and cigarette papers
    - 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 student)

Searching and Confiscation

Searching and confiscation should be read in conjunction with the Personal Searching Policy.

Searching

If a staff member believes a student is in possession of a prohibited item, they have a duty of care to have the student searched and they would be deemed to be failing in their duty if they did not take the appropriate action.

Confiscation

Prohibited items found in a student's possession can be confiscated, retained or disposed of where reasonable to do so. The student will receive a sanction in line with the School's Behaviour Policy.

Physical Use of Reasonable Force

In July 2013, the government published a revised version of 'Use of Reasonable Force'. It indicates that all members of school staff have a legal power to use reasonable force and the decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances. The guidance is clear that any member of staff may use 'reasonable force' to physically restrain a student. Reasonable force should be used judiciously, for example when it is to prevent a student harming themselves or others.

Isolation

In the event that a student's behaviour constitutes a serious incident, they may be isolated for the remainder of the school day in a designated area, such as the rear of a classroom or a staff member's office. During this period, the student is required to hand their mobile phone to the designated on-call staff member managing the incident. The device will be securely held and made available for collection by the student from Student Reception at the end of the school day. Students placed in isolation will be provided with appropriate and purposeful learning materials to ensure the continuity of their education during this period.

Where appropriate, a student may be placed in classroom isolation as an alternative to the ARC for a full day. This decision will be made based on the nature of the behaviour, the context of the incident, who else is involved, and in line with the school's graduated response framework.

The ARC

The ARC is a behaviour reflection room. ARC is an acronym and stands for Accept, Reflect, Change. The ARC is used to avoid a suspension from school. Students will be placed in The ARC for instances of serious misbehaviour, some of which are listed above. A member of Senior Staff of the Behaviour Manager will make the decision on whether a student is being placed in The ARC and parents will be invited into meet with a member of the Year Team and/or the Senior Leadership Team. This meeting should take place as soon as is possible.

The school day in The ARC runs from 8:40-16:00.

Behaviour Manager Responsibilities

- Gather and collate work for the student
- Provide students with adequate reflection tasks to allow them to think deeply about their behaviour
- Provide prompt and high-level support to staff requesting it
- Keep SLT informed about student behaviour
- Co-ordinate time out of the room for pupils to discuss their reflective work with a member of the behaviour team
- Inform staff of hotspot lessons for pupils that regularly enter the ARC
- Keep accurate records of the students entering the ARC and report these to all relevant staff.

Expectations for students in the ARC

- The Proud ethos and Ashton Way classroom expectations apply at all times
- Students will not put their heads on the desk. They will sit up straight at all times
- Students will complete all academic work to the best of their ability
- Students will complete reflective work and engage in a reflective conversation
- Students will raise their hands to speak/ask questions
- Students will follow all instructions given to them

Behaviour Management procedures for The ARC

If students are not following the rules for the room the usual non-verbal cues must be used at first.

The following procedures are applied, depending on the behaviour, this can be either to individuals OR the whole room:

1. **REMINDER** to the student(s) are reminded that their behaviour is unacceptable. For example; "you are not following the rules of The ARC, because you have/are…… I am reminding you this is unacceptable"
2. **WARNING** to the student(s) about their behaviour. For example; "this is the second time, I am asking you to stop……., you are warned that any further continuation of this behaviour will result in a consequence.
3. **CONSEQUENCE** for the student(s)
   • At this point the member of staff will ring for the member of SLT Support (or in their absence another member of the SLT Team) for support.
   • A member of staff will remove the student and escort to the relevant person.
   The student will be spoken to and they will be given the choice to:
   • Return to the ARC and complete their work or they will be issued a suspension from school and then will recomplete the full day in ARC upon their return.
   • Students will be informed that if they refuse to complete the ARC day, any absences will be unauthorised and they will then be subject to attendance monitoring procedures.
   • Students will be given a "time-out" to make their choice.
   • Depending on their choice, the student may be returned for the next lesson or sent home with a suspension.

Where a student has repeatedly attended the ARC and continues to engage in behaviours that do not align with the school's Behaviour Policy, a fixed-term suspension will be issued in place of further ARC placements. Subsequent incidents of negative behaviour will result in the same consequence, reflecting a graduated response to persistent misconduct.

Suspension

- A formal suspension may be issued for persistent breaches of the Behaviour Code as noted above or for an offence deemed too serious to be dealt with through The ARC.
- Failure to adhere to the expected standards of behaviour within The ARC, may result in suspension.
- Suspension is a legal process and so any decision to formally exclude a student is always a last resort and will always be made making 'reasonable adjustment' for any relevant circumstances.
- The length of any suspension will be determined by the seriousness of the offence and the surrounding circumstances with each case taken on merit. However, in the case of repeated similar offences the length of suspension could increase incrementally with each subsequent offence.
- All suspensions will involve a reintegration meeting with parents/carers and the student present. When the student has successfully completed the reintegration meeting, they will spend one day in the ARC prior to them being readmitted to normal lessons. Where possible the reintegration meeting with parent/carers will be made in the morning of the day of returning from the suspension, if a parent/carer cannot attend, the student will be placed in ARC until the reintegration meeting takes place.

Offsite Direction / Managed Move? – do we need a section here?

Permanent Exclusion

In line with the Department for Education Statutory Guidance - July 2026, the decision to permanently exclude a student will only be taken:

- in response to a serious breach or persistent breaches of the school's behaviour policy; and

- where allowing a student to remain in school would seriously harm the education or welfare of the student or others in the school.

Staff members should refrain from telling a student they will be placed in The ARC, suspended or permanently excluded. This decision rests with a member of SLT. Suspension and exclusion are legal states and cannot be entered into lightly.

Monitoring Arrangements

The Senior Leadership Team, in consultation with staff, will undertake systematic monitoring and conduct regular reviews of the behaviour management policy and procedures in order to evaluate them to ensure that the operation is effective, fair and consistent. The Deputy Headteacher Pastoral will keep the Governing Body informed of student's behaviour and discuss the effectiveness of this policy. The Governing Body will regularly review this policy and associated procedures, to ensure its continuing appropriateness and effectiveness.