

Ashton Community Science College

Behaviour Policy

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Ashton Community Science College

Behaviour Policy

Rationale:

Successful teaching and learning is underpinned by good behaviour. Good behaviour alone does not constitute success, but it is the bedrock of successful outcomes for students. Students can only aspire to their potential if the standards of behaviour in school are consistently high and if learning is not disrupted by their own behaviour or that of others.

Aims:

The policy provides guidance for managing student behaviour at Ashton such that:

- All members of the school community can work and develop in a safe, fair and supportive environment.
- All members of staff, whilst relied upon to use their professional judgement, have a clear framework for tackling poor behaviour which includes clear consistent sanctions and next steps if things go wrong.
- Each student can reach their potential socially, emotionally and academically so they become confident individuals able to thrive at school and beyond.
- Each student has every opportunity to become an independent, self-aware, resilient and self-motivated learner.
- The school can grow as a highly cohesive community with a positive aspirational ethos which contributes towards the spiritual, moral, social and cultural education of all students.
- Where poor behaviour occurs, it can be dealt with robustly and fairly with minimum disruption to the learning of others.
- Students whose behaviour falls below the required standard are supported through a variety of means to change their behaviour for the better over time and ultimately manage their own behaviour successfully.
- Students can be recognised for good behaviour and effort with their endeavours identified and celebrated in the school community.

The Policy in Practice (the Behaviour Code):

At Ashton we aim to uphold the highest standards of behaviour so that members of the school community can fulfil their ambitions and achieve success on many fronts. We want to create a culture which nurtures our students' ambitions and talents within clear boundaries of accepted behaviour. This Behaviour Code sets these out in clear detail and is the reference point for all discussions around behaviour in school. The code also applies when travelling to and from school and when attending any alternative provision:

At Ashton, we use our motto – ‘A school to be PROUD of’ – 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.

Good behaviour will be recognised and rewarded. We expect every student to work towards becoming the complete Ashton Learner during their time in school. Rewards will be given for the following:

Attitude to learning – are you positive towards your learning and striving to succeed?

Subject specific skills – are you gaining the skills you need in all your subjects?

Helpful around school – are you willing to lend a hand and contribute to the school community?

Targets – are you reaching and exceeding your academic targets?

Organised and ready to learn – are you learning to manage your time, equipment, work and resources?

Next challenge? – are you looking for your next challenge and pushing yourself forward?

1. Basic personal conduct

- 1.1. I will speak respectfully to staff and students, not raising my voice, being verbally aggressive or swearing.
- 1.2. I will not refuse a reasonable request from a member of staff or wilfully disregard authority.
- 1.3. I will treat the property of others and of the school with respect, not wilfully damaging or stealing anything.
- 1.4. I will treat the school and surrounding environment with respect.
- 1.5. I will not put myself, other students or staff in danger through my actions.
- 1.6. I will not use physical violence of any sort towards any member of the school community, staff or student.
- 1.7. I will arrive at school promptly, fully equipped for learning and wearing correct uniform.
- 1.8. I will not leave the school premises between 8.40am and 3.00pm without express permission to do so.
- 1.9. I will not bring prohibited items into school. These include fireworks, alcohol, cigarettes, smoking paraphernalia, drugs or other illegal substances, knives or weapons of any sort.

The following sets out details of behaviour expectations at specific times of the school day. Failure to adhere to these requirements will result in a sanction being applied.

2. When travelling to and from school:

- 2.1. I will behave with respect to all members of the public and local community whilst in school uniform.
- 2.2. I will be mindful of other people using the roads and pavements, ensuring I travel safely at all times.
- 2.3. I will use buses responsibly, queueing politely, paying the correct fare and following bus company rules.
- 2.4. I will be mindful of using bad language which may offend others.
- 2.5. I will not trespass on private property, cause damage to it or vandalise it in any way.
- 2.6. I will not smoke whilst in school uniform.
- 2.7. I will not drop litter.

3. When entering the school buildings:

- 3.1. I will arrive in good time to enter school promptly at the start of the school day and after break and lunch.
- 3.2. I will remove outdoor wear including coats and trainers.
- 3.3. I will put all mobile phones and other mobile devices and headphones away out of sight.
- 3.4. I will enter in a calm and orderly manner, not pushing or causing hold-ups in the corridors.

4. When moving around school:

- 4.1. I will move quietly and quickly between lessons, not dawdling on corridors on the way to classrooms.
- 4.2. I will move calmly showing respect for others, their property and that of the school.
- 4.3. I will not interfere with the fittings and fixtures of the school (e.g. light switches, fire alarms, safety equipment).
- 4.4. I will follow the one-way system and walk on the left of corridors.
- 4.5. I will not use my mobile phone.

5. During lessons:

- 5.1. I will arrive punctually to lessons with full equipment and enter classrooms quietly and ready to learn.
- 5.2. I will take responsibility for my own learning showing good levels of commitment and motivation.
- 5.3. I will complete all classwork and homework to the best of my ability accepting that I will make mistakes.
- 5.4. I will take pride in my work giving time and effort to presentation.
- 5.5. I will not wilfully disrupt the classroom environment allowing teachers to teach and students to learn.
- 5.6. I will respect others' points of view, actively listening to opinions and taking turns to make contributions.

6. At break and lunchtimes:

- 6.1. I will move around the school grounds in an orderly manner, not roaming on corridors without purpose.
- 6.2. I will only eat in the designated areas and only remove permitted food from the dining hall.
- 6.3. I will not be in a classroom without a member of staff present.
- 6.4. I will try to take part in a SCAMPS activity at least once per week. (SCAMPS is the school's extra-curricular provision)
- 6.5. I will clean up after myself either in the dining hall or outside ensuring all litter is put in bins.
- 6.6. I will follow instructions given by any members of staff and student leaders on duty.
- 6.7. I will only use my mobile phone in the permitted zones.
- 6.8. I will respect others' personal space allowing others to spend their free time in peace and without disturbance.
- 6.9. I will interact in a positive manner with other students avoiding swearing and confrontation.

Rewards

- Rewards can be issued on PARS (registers System) in the form of 'smiley faces' by any member of staff for positive behaviour either in the classroom or around school. 'Smiley faces' 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.
- 'Smiley faces' will accumulate as points which can be 'spent' either online or in-store on items at the Smiley Store located in the Quad. They can also be spent at the end of each term in buying tickets for rewards events put on by staff.
- Sanctions recorded on PARS incur a negative points value and this will deduct automatically from a student's 'Smiley total'. The net result will be the student's 'balance' to 'spend' as above.

Sanctions

Where poor behaviour occurs in school, the procedures set out in the consequence ladder overleaf will be applied.

In instances where a member of staff deems behaviour serious enough to warrant it, students may be given a direct C3 (moved to another classroom) or C4 (referral to SLT for FTEC (Fixed Term Exclusion Centre) or placement in FTEC+) without first issuing a C1 or C2.

For instances of **serious** poor behaviour, the sanction of placement in the school's Fixed Term Exclusion Centre (FTEC or FTEC+) **or** a formal, legally binding Fixed Term Exclusion from school will be issued.

Where this is deemed necessary the following will apply:

FTEC:

- Students may be temporarily held in FTEC whilst investigations are made into any incident.
- The decision to formally place a student in FTEC will be made by the Deputy Headteacher (Pastoral) and in his absence, a member of SLT.
- Students placed in FTEC should bring a packed lunch. If they are entitled to free school meals a packed lunch will be made available to them.
- The structure of the day in FTEC follows that of the school day i.e. 8.40am - 3.00pm
- A parental meeting with the Deputy Headteacher (Pastoral) will take place to discuss the reasons for any placement in FTEC.
- Placements in FTEC are cumulative in nature, i.e. they will increase in number each time. On each visit to FTEC a minimum number of days will be served as follows: 1st visit = 1 day; 2nd visit = 2 days; 3rd visit = 3 days.
- Repeated referrals to FTEC will result in an assessment of the student's social, emotional, mental and academic needs.
- If a student makes a 4th breach of the Behaviour Code a referral will be made by the Deputy Headteacher (Pastoral) to the Headteacher with a view to a placement in FTEC+ for a minimum of 4 days. Any subsequent breaches of the Behaviour Code will be the subject of similar referrals for FTEC, again cumulative in nature.

FTEC+:

- A referral to FTEC+ may be issued for a fourth breach of the Behaviour Code as noted above or for an offence deemed too serious to be dealt with through isolation.
- The structure of the day in FTEC+ is different to that of the usual school day. Students will be accompanied to school on each morning of their placement at 8:40 am and should be collected at 3.30 pm by a parent or responsible adult.
- Students in FTEC+ should bring a packed lunch. If they are eligible for free school meals, a packed lunch will be made available to them.

Fixed Term Exclusion

- A formal exclusion (FTE) 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 FTEC or FTEC+.
- Fixed term exclusion 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 FTE 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 FTE will increase incrementally with each subsequent offence.

PERMANENT EXCLUSION:

In line with the Department for Education Statutory Guidance September 2017, the decision to permanent 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.

Examples of Behaviour (not exhaustive)	C-level	Action taken by member of staff	Sanction
<ul style="list-style-type: none"> • Talking • Eating/chewing/drinking • Swinging on chairs • Shouting out • General disruption to learning • Poor levels of work • Distracting others • Use of mobile phone in lesson 	RULE REMINDER	<ol style="list-style-type: none"> 1. State what is happening and give rule reminder including notice of what will happen if behaviour continues. Name on board as a visual prompt. 2. Redirect behaviour identifying positive aspects where possible. 	
	C1 1st negative behaviour	<ol style="list-style-type: none"> 1. State continued negative behaviour and progression to C1. 2. Write C1 next to name. 3. Redirect behaviour. 4. C1 grumpy face recorded on PARS. 	<ul style="list-style-type: none"> • 10-minute detention at 3pm with form tutor.
	C2 2nd negative behaviour	<ol style="list-style-type: none"> 1. State continued negative behaviour and progression to C2. 2. Put tick next to student's name on board and give notice that they will leave the room if continues. 3. Redirect behaviour. 4. C2 grumpy face recorded on PARS. 	<ul style="list-style-type: none"> • 10-minute detention at 3pm with form tutor.
	C3 3rd negative behaviour	<ol style="list-style-type: none"> 1. State continued negative behaviour and progression to C3. 2. Put second tick next to student's name on board. 3. Send student to colleague's classroom with work. 4. C3 grumpy face recorded on PARS. 5. Student should return at end of lesson and detention issued – parents notified by teacher awarding C3 	<ul style="list-style-type: none"> • 10-minute detention at 3pm with form tutor. • 30-minute departmental detention.
<ul style="list-style-type: none"> • Serious disruption to learning 	C3 Other	<ol style="list-style-type: none"> 1. Student issued with detention – parents notified by teacher awarding C3 2. C3 grumpy face recorded on PARS. 	<ul style="list-style-type: none"> • 10-minute detention at 3pm with form tutor. • 30-minute departmental/PL detention.
<ul style="list-style-type: none"> • Refusal to leave classroom following C3. • Disruption of learning or failure to comply in the classroom the student has been removed to following C3. • Behaviour in a classroom which compromises H&S. • Persistent disruption to learning 	C4 4th negative behaviour OR immediate for H&S	<ol style="list-style-type: none"> 1. B4L (Behaviour for Learning) called to remove student. 2. Student placed in FTEC for remainder of day – parents informed. 3. Further day(s) in FTEC arranged. 	<ul style="list-style-type: none"> • Remainder of day in FTEC. • Further full day (or more depending on incident) in FTEC.
<ul style="list-style-type: none"> • Violence or threatening behaviour • Verbal abuse towards staff or students • Walking away from staff • Refusal to hand over items • Refusal to comply • Vandalism • Truancy • Bringing inappropriate items into school 	C4 Other	<ol style="list-style-type: none"> 1. B4L (Behaviour for Learning) called to remove student if incident occurs in classroom 2. Student placed in FTEC for remainder of day – parents informed. 3. Further day(s) in FTEC arranged. 	<ul style="list-style-type: none"> • Remainder of day in FTEC. • Further full day (or more depending on incident) in FTEC.
<ul style="list-style-type: none"> • Persistent negative behaviour • Serious incident 	C5 referral	<ol style="list-style-type: none"> 1. Referred to SLT for decision on FTEC+ or legal Fixed Term Exclusion. 	<ul style="list-style-type: none"> • Placement in FTEC+ (Fixed Term Exclusion Centre) or legal Fixed Term Exclusion .