

Ashton Community Science College

Behaviour Code

Version Control

Named Owner:	Mr W Clarke (Deputy Headteacher)
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Overview of Amendments to this Version:	Changes to the classroom expectations and the sanction system.

This policy should be read in conjunction with the school's
Child Protection and Safeguarding Policy,
Anti-Bullying Policy,
Online Safety 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 2014, Keeping Children Safe in Education 2021 and DfE guidance Sexual violence and sexual harassment between children in schools and colleges September 2021

Ashton Community Science College

Behaviour Code

Behaviour in school is inseparable from academic achievement, safety, welfare and wellbeing, and all other aspects of learning. It is the key to all other aims, and therefore crucial.

Tom Bennett, Creating a Culture

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 harass anyone, including but not limited to sexual, racial and homophobic harassment
- 1.7. I will not use physical violence of any sort towards any member of the school community, staff or student.
- 1.8. I will arrive at school promptly, fully equipped for learning and wearing correct uniform.
- 1.9. I will not leave the school premises between 8.40am and 3.00pm without express permission to do so.
- 1.10. 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.

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 student place all equipment (pen, pencil, ruler, books etc) on desk.
- Ensure bags and coats are be packed away under the desk.
- Complete the starter task in silence.
- Take register in silence.
- Call out every student's name and expect the response to be 'Yes Miss/Sir' (or as instructed).

During every lesson the expectations form 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 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
- Always wear full school uniform
- Not wear coats, hats, gloves and scarves in the building
- Eat and drink in designated areas - no eating or drinking in corridors or classrooms
- Only use the designated toilets for the year group
- Use the correct staircases and remain in designated areas
- Place litter in the bins provided
- Be polite and helpful to others at all times
- Move sensibly and safely (no running, shouting etc.)
- Follow ALL instructions given by ALL staff at ALL times
- Accept requests or instructions from staff without argument, answering back or challenge
- Arrive promptly to lessons.

Rewards

- Rewards can be issued on Synergy (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. They can also be spent at the end of each term in buying tickets for rewards events put on by staff.
- Further rewards include:
 - Talking privately to the student
 - Postcards Home
 - Certificates
 - Phone calls/text messages home
 - Rewards Assemblies
 - School Trips
 - Breakfast with the Headteacher
- There are 5 main categories the student can receive a smiley for inside the classroom that will support students in promoting their learning and deepening their knowledge within the classroom.
 - Demonstrating good recall / retrieval
 - Demonstrating resilience
 - Showing engagement / Being passionate
 - Responding to feedback
 - Using excellent vocabulary
 - Further ways of receiving smileys outside of the classroom involve.
 - Contributing to the School Community
 - Attending SCAMPS
 - 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
- Time out to the removal room
- Use of the detention system
- Withdrawal of school privileges
- Letters to parents/carers
- Meetings with parents/carers
- Referral to external agencies
- Referral to the Fixed Term Exclusion Centre (FTEC)
- Suspensions (previously Fixed-term exclusions) or permanent exclusion

Detentions:

The school uses 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 15 minutes. The following detentions are currently being used:

Detention	Length	Frequency	Time of Day
Same Day Behaviour Detention	1 Hour	Daily	After school
Same Day Corridor Detention	1 Hour	Daily	After school
Class Teacher Detention	Min: 15mins Max: 1 hour	Daily	Break time, lunchtime or after school, at the discretion of the Teacher
Faculty Leader Detention	Min: 15mins Max: 1 hour	Daily	Break time, lunchtime or after school, at the discretion of the Faculty Leader
Pastoral Detention	Min: 30 mins Max: 1 hour	Daily	After school
Uniform / Equipment Detention	Min: 30 mins Max: 1 hour	Daily	After school
Banned / Prohibited Items Detention	Min: 30 mins Max: 1 hour	Daily	After school
Late Detention	Min: 15 mins Max: 30mins	Daily	Lunch Time
Homework Detention	30mins	Daily	Lunch Time

During lunchtime detentions staff will allow reasonable time for students to be able to visit the toilet and eat their lunch

Where poor behaviour occurs in school, the procedures set out below will be applied.

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 one- hour detention (3.00-4.00 pm) on the same day for incidents of disruption 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 one-hour detention after school".
 - 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 time in the Removal Room, FTEC or exclusion 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 parents will be contacted and a meeting will be arranged to discuss the matter. In some cases students may be put in isolation pending a meeting with parents

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 detention”
 - Any individual or group of students that are not following instructions will ALL be issued with a 1-hour behaviour 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 and a meeting will be arranged to discuss the matter. In some cases, students may be put in the removal room pending a meeting with parents.

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 text message.
- It is to be recorded on Synergy using the instructions provided on the desktop
- For incidents before period 5 the detention must be logged before 2pm as it will be issued on the same day.
- For incidents later than period 5 the detention will be issued on the following day.

During the detention:

- All members of SLT and All Faculty Leaders will be present in the canteen from 3.00pm
- Staff need to remind students who appear on their register to attend the detention
- Students will report to the detention and be seated by pastoral/senior staff
- ALL staff who have issued classroom or corridor disruption detention will, with the support of a Department/Senior Leader, have a discussion with the student about the reasons for the sanction - the purpose of this is to re-set the students behaviour, complete the restorative process and ensure a fresh start the following day.
- Staff will leave the detention room after the meeting with the student(s)
- All Faculty Leaders and SLT will remain in the detention room until at least 3:15pm after which allotted staff, supported by Pastoral Team will supervise on a rota until 4.00pm

Behavioural Problems

Students removed via the B4L system that disrupt teaching will be placed in the removal room and parents will be contacted for a meeting to discuss the incident. Students who are regularly removed via B4L for behaviour which disrupts teaching and so disrupts learning will face further sanctions which could include longer periods of isolation in FTEC, fixed term exclusion 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 Fixed Term Exclusion Centre (FTEC) **or** a formal, legally binding suspension from school 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 Anti-Bullying Policy.)
- Sexual violence, such as rape, assault by penetration, 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
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These could include
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - 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 pupil)

Where this is deemed necessary the following will apply:

FTEC:

- Students may be temporarily held in FTEC or the Removal Room 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 - 4.00pm
- A parental meeting with the Deputy Headteacher (Pastoral) will take place to discuss the reasons for any placement in FTEC.
- Repeated referrals to FTEC will result in an assessment of the student's social, emotional, mental and academic needs.

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 FTEC.
- 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.

PERMANENT EXCLUSION:

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