Ashton Park is a fully inclusive school. We strongly believe that good behaviour is an essential ingredient in developing a caring and supportive conducive to promoting success and achievement for all.

The aim of this policy is to promote responsible and respectful behaviour reflecting the co-operative values: self-help, democracy, equity, equality, self-responsibility and solidarity.

1. **PRINCIPLES**

Ashton Park School believes that:

* Every child has the right to learn in an environment that allows each individual to fulfil their potential.
* It is vital to have high standards and positive expectations of all our students.
* Alongside parents and carers, we have an important role to play in teaching students respect, co-operation and self-discipline.
* Every member of the school community has a right to be treated fairly, equally and with respect.
* Every member of our school community has the right work in an environment without threat, fear or intimidation
* Unacceptable behaviour can be changed and students need to be supported to take responsibilities for their actions.
* The aim of any sanction should be to deter future poor behaviour. The best method of giving a consequence is by fairness, proportionality, and where possible in partnership with parents.
* Praise, rewards and celebrating success are the foundations on which a positive school ethos is developed

1. **EXPECTATIONS**

As a community we share these expectations of conduct both in and outside school:

* Dress smartly and wear your uniform with pride.
* Present your work neatly; take pride in your work.
* Record homework in your planner and meet deadlines.
* Ensure you bring the correct equipment to school.
* Take good care of school equipment, including your own and others property.
* Support others around you in their learning.
* Respect the rights of others to learn.
* Respect the views of others.
* Follow all reasonable instructions given by staff.
* Show respect to all members of our school, be polite and show good manners.
* Move around the building sensibly, keeping to the left.
* Respect the school environment and put litter in a bin.
* Ashton Park is a chewing gum free zone.
* Ashton Park is a no- smoking environment.
* Ashton Park is a mobile phone free zone. Mobile phones and IPods should be kept out of sight and switched off or to silent
* Avoid conflict and inappropriate physical contact with others.
* Report bullying to someone trustworthy.
* Represent the school positively in the community.
* Make informed decisions that keep yourself and others safe.

1. **ENCOURAGING POSITIVE BEHAVIOUR**

* Positive behaviour is everyone’s responsibility and we expect the staff team to act good role models.
* Members of staff are expected to use positive language when speaking to students and their colleagues.
* Expectations for everyone’s behaviour are high at all times and student expectations are shared via assemblies, planners and displayed in classrooms.
* All staff promotes, monitor and reward good behaviour.
* Our reward system is clear and displayed prominently around the school.
* The use of rewards is moderated and reviewed regularly by staff to ensure parity.
* Staff have the opportunity to nominate students whose behaviour is an example to others.
* Report cards are used when individual students need support to focus on specific aspects of their behaviour to encourage change. Students are encouraged to set targets to improve their own behaviour and learning.
* Students who struggle to meet our behaviour expectations are given support and identified key workers.
* When an incident of poor behaviour occurs it may be necessary for students to complete a statement. This requires them to reflect on their behaviour and learn to develop more appropriate responses/strategies.
* Staff are trained in positive behaviour management and the school seeks to work in partnership with external agencies.
* All members of staff are each provided with behaviour guidelines in their planner and diary. These are reviewed annually.

1. **REWARDS**

The use of rewards is a key strategy in developing a positive behaviour for learning ethos. Rewards for good work, behaviour, attendance and community service are central to this process.

It is important that pupil achievements are praised and rewarded in a variety of ways including:

● Verbal praise

● Written comments in exercise books and on pupils work

● Written comments in Student Planner

● Work displayed in classrooms and around the school

● Work shown to Heads of Year, Heads of Faculty, Tutor etc.

● Work shown to the Headteacher

● Texts, letters and postcards to parents praising their children’s work

● The awarding of Achievement / reward points

* Prizes and trips for top House Point earners

● Faculty Commendations

● End of term Presentation Assemblies

* End of Year Celebration Evenings
* Wall of Fame (on school website)

1. **SANCTIONS**
   1. **Teachers Powers**

Teachers’ Powers to Discipline - The legal framework:

* This power also applies to all paid staff with responsibility for pupils, such as teaching assistants.
* Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (section 90 and 91 of the Education and Inspections Act 2006).
* Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including visits.
* Teachers can also discipline pupils in certain circumstances, including when in uniform or representing the school, when a pupil’s misbehaviour occurs outside of school.
* Teachers have the power to impose detention outside of school hours.
* Teachers can confiscate pupils’ property.
* Teachers can discipline pupils whose conduct falls below the standard which could reasonably be expected of them. This means that if a pupil misbehaves, breaks a school rule or fails to follow a reasonable instruction the teacher can impose punishment on that pupil.
* To be lawful, the punishment (including detentions) must satisfy the following three conditions:

1. The decision to punish a pupil must be made by a paid member of school staff or a member of staff authorised by the head teacher;

2. The decision to punish the pupil and the punishment itself must be made on the school premises or while the pupil is under the charge of the member of staff.

3. It must not breach any other legislation (for example in respect of disability, special educational needs, race and other equalities and human rights) and it must be reasonable in all circumstances.

* A punishment must be proportionate. In determining whether a punishment is reasonable, section 91 of the Education and Inspections Act 2006 says the penalty must be reasonable in all circumstances and that account must be taken of the pupil’s age, and special educational needs or disability they may have, and any religious requirements affecting them.
* The head teacher may limit the power to apply particular punishments to certain staff and/or extend the power to discipline to adult volunteers, for example to parents who have volunteered to help on a school trip.
* Corporal punishment is illegal in all circumstances.
* Schools should consider whether the behaviour under review gives cause to the suspect that the child is suffering, or is likely to suffer, significant harm. Where this may be the case, school staff should follow the schools’ safeguarding policy. They should also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, the school should consider whether a multi-agency assessment is necessary.
  1. **Pupil’s Conduct Outside the School Gate**
* Teachers have the power to discipline pupils for misbehaving outside of the school premises “to such an extent as is reasonable” (section 90 of the Education and Inspections Act 2006).
* This will include participating in any forms of bullying which include: Physical; Verbal; Emotional; Racial; Sexual; Homophobic; Transgender; Cyber -Bullying
* Ashton Park School will respond to behaviour incidents which occur off the school premises and which are witnessed by a staff member or reported to the school. Criminal behaviour will be reported to the police.

* 1. **Behaviour Points, Partner Class and Isolation**

Behaviour in lessons which disrupts learning is dealt with in a proportionate manner.

* **Behaviour Points** are issued if a student continues to disrupt a lesson despite previously being given a warning and a final warning. This is commonly known as the Name and two ticks system. Behaviour Points are also awarded for three incidents of lateness to lesson in a given subject, three equipment marks or three missed deadlines.
* **Partner Class** is issued if a student continues to misbehave despite being given a Behaviour Point. Students will be issued two Behaviour Points and be asked to work in another class in that Faculty area.
* **Isolation** is issued if a student refuses to go to Partner Class, continues to misbehave in Partner Class or if the behaviour incident is deemed so serious that the student needs to be Isolated. Students will be issued with three Behaviour Points and parents will be notified.
* Isolation can also be used as a holding area whilst serious incidents are investigated*,* as a base for a student on an Internal Exclusion and for a student returning to school following a Fixed Term Exclusion; prior to a re-admittance meeting with parents / carers
* Any student receiving a high number of behaviour points will not be accepted on any school trips and visits that do not form an essential part of the school curriculum. Students may be removed or refused a place on school trips due to both gross and/or persistent breaches of the behaviour policy.
  1. **Detention**

Teachers have the power to issue detention to pupils.

**Detentions during school hours**

* All teaching staff can use break or lunchtime detentions as a sanction.
  + With lunchtime detentions the time allowed for the pupil to eat, drink and use the toilet must be no less than 15 minutes. If a morning break time detention is set, a pupil will be able to take a break of not less than 5 minutes.
* Parental consent is not required for detentions.

**Detentions outside school hours**

* **Whole School Detention.** There is a centrally co-ordinated after school detention each Wednesday for 30 minutes for those pupils who accumulated 5 or more behaviour points in the previous week. Parents and carers are informed of these and given notice in advance.
* **Faculty and Year Group Detentions**. Staff can organise afterschool detentions for one off incidents or to catch up on missing work. Parents and carers should be informed in advance.
* As with any disciplinary sanction a member of staff must act reasonably given all the circumstances when imposing a detention. School staff should not issue a detention where they know that doing so would compromise a child’s safety. When ensuring that a detention outside school hours is reasonable, staff issuing the detention should consider the following points:
  + Whether the detention is likely to put the pupil at risk.
  + Whether the pupil has known caring responsibilities which mean that the detention is unreasonable.
  + Whether suitable travel arrangements can be made by the parent of the pupil. It does not matter if making these arrangements is inconvenient for the parent.
* Detention after school will result in parents being informed. This will normally be the day prior to the detention, unless agreed in partnership with parents.
* Parental consent is not legally required for detentions, although the school will always endeavour to seek parental support.
* Repeated refusal to attend school detention is likely to result in Fixed term Exclusion
  1. **Persistent Poor Behaviour – Report and Contract**

Where there is a pattern of behaviour which causes concern over time students will be referred and put on report. We have a graded system for daily reports. The colour of the report indicates the seriousness of our concerns. Students are given specific targets which staff grade each lesson; parents sign the report each day and have the opportunity to comment.

* **ALERT** : Tutor Report (Green Report)
* **ALERT +** : Head of Year Report (Orange Report)

For more serious concerns students will be placed on a Behaviour Contract which is signed by the student, a parent or carer and the school. If a student breaks the contract and is placed in Partner Class or Isolation they will receive a 45 minute detention on the same day.

* **CONTRACT** : Assistant Headteacher or Key Worker (Red Report)

If, despite the interventions and support listed above, a student’s behaviour continues to cause concern then a student will be placed on formal Warning. At this stage the school will begin to involve outside agencies and look at alternative provision and educational settings.

* **WARNING** : Deputy Headteacher / Outside Agency or Alternative Provision (Gold Report)
* **WARNING +** : Headteacher/Governor (Gold Report)
  1. **Exclusions**

The most serious sanction the school operates is its Exclusion Policy.

## Internal Exclusion: Students work in our Pupil Support Unit or Isolation Room losing their break and lunch-time privileges.

**Fixed Term Exclusions: Stages 1-4**

A pupil may be excluded for one or more fixed periods (up to a maximum of 45 school days in a single academic year).

**Stage 1: Preliminary**

* In a situation where a student’s behaviour has caused concern a parent will be invited in to meet the Head of Year and Assistant Headteacher. This will have been approved by the Headteacher. The exclusion period will usually be short and not exceed 5 days.

**Stage 2: Formal Warning**

* In cases where the student has broken the School’s Behaviour Code with a similar or different offence to Stage 1, or where it is deemed by the Headteacher sufficiently serious to move straight to Stage 2. The parent will be invited to meet the Head of Year and Deputy Headteacher (Pastoral). This will have been approved by the Headteacher. The exclusion period will usually be short and not exceed 5 days.

**Stage 3: Headteacher’s Warning (Stage 3)**

* In cases where the student has broken the School’s Behaviour Code with a similar or different offence to previous stages, or where it is deemed by the Headteacher sufficiently serious to move the pupil onto Stage 3. The parents will be invited to meet the Head of Year and Headteacher. The Headteacher will approve this exclusion. The pupil will be warned that if the behaviour continues or escalates then the Governing Body will be involved in future exclusions at Stage 4. The exclusion will not normally exceed 5 days.

**Stage 4: Governor’s Warning**

* In cases where the student has broken the School’s Behaviour Code with similar or different offence to previous exclusion or their behaviour is deemed so serious that the Headteacher considers Stage 4 is the appropriate response. The parents will be invited to a meeting with the Headteacher and School Governor.

**Permanent Exclusion**

Students may be permanently excluded for persistent misbehaviour despite the school providing support to re-engage them. Students may also be permanently excluded for an incident of serious misconduct and / or where allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school. A Governors’ Panel will be convened in line with circular 10/99 and the parents invited to attend.

1. **BEHAVIOUR SUPPORT**

The school will provide behaviour support for students whose needs are greater than most other pupils.

* Students who may need this provision will be identified through analysis of behaviour point data and feedback from the monitoring of behaviour through behaviour logs/reports via our ALERT, ALERT+ and CONTRACT processes for persistent poor behaviour.
* Behaviour support provision will be provided and could include the following provision where appropriate: mentoring; key worker programme; cooling down or “time out” spaces / cards; behaviour support plans; attachment to the Pupil Support Unit; attachment to the SEN base; involvement with our Community Intervention Manager.
* Individual student needs will be used as the basis to define how the provision is accessed and determine the range of provision needed to meet the needs of its pupils.

1. **EQUALITY AND INCLUSION**

Ashton Park School is committed to treating all staff, students and parents equally and fairly. Ashton Park School is committed to raising awareness of inclusion issues amongst students and staff

* All members of Ashton Park School are expected to respect each other showing understanding and acceptance of our differences (gender, race, age, religion, disability and sexuality) so that the care and happiness of every single person is the concern of us all.
* Staff should consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, school staff should follow the schools’ safeguarding policy.
* Staff should consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, the school should consider whether a multi-agency assessment is necessary
* Ashton Park School acknowledges that a ‘one size fits all’ Behaviour for Learning Policy will not be appropriate for all students. Students might behave inappropriately if they do not have the cognitive, physical or social and emotional competences necessary to understand and follow a school rule or if they have never been taught the skills they need in order to regulate their emotions or behave appropriately in social situations
* Planned adaptations to the Behaviour for Learning Policy may be necessary for individual students. Any exceptions will be carefully planned, recorded, communicated (to students, parents and staff) and monitored. Monitoring will ensure the planned adaptations continue to meet the needs of the individual student.
* The use of rewards and sanctions will be monitored by age, ethnicity, gender, special educational needs (SEN) and disability to enable areas for improvement to be identified and strategies put in place to secure this improvement.

1. **BULLYING**

We do not accept acts of bullying in Ashton Park School. Teachers, students, parents and governors all agree that bullying is an illegitimate use of power to hurt others, and that this can happen in many different ways.

There are many definitions of Bullying, but they all have 3 things in common.

* It is deliberate, hurtful behaviour, which is
* repeated, often over a period of time, and is
* difficult for those being bullied to stop the process.

If incidents of bullying behaviour occur two things must happen

**Firstly**, victims or their friends must feel able to report incidents of bullying, confident that appropriate action will be taken.

**Secondly**, all staff will respond to any reported or suspected incident of bullying in a consistent manner.

● All reports / incidents will be taken seriously. The victim will be reassured and it will be made clear we disapprove of any form of intimidation.

● The Head of Year, Pastoral Manager or Pastoral Deputy will be informed.

● In a secure environment the victim will write down what led to the incident or to describe the incident itself.

● The Head of Year or the Pastoral Manager will consider a variety of approaches which could be used and discuss the way forward with the victim(s). Possible courses of action: using a Restorative Justice approach; confronting the bully; counselling the bully and the victim; 'No blame approach'; support groups; self-help strategies; assertiveness training; Tutor Support; Emails to staff alerting them to be vigilant.

● The details of all reported acts of bullying will be entered by the Head of Year involved, in their Bullying Log.

The assistance of parents may be required depending on the seriousness of the incident and particularly where incidents have their origin in the neighbourhood of the home, rather than in school.

● Bullies will be dealt with in a manner appropriate to the incident. Bullying pupils will be made aware that their behaviour is disliked and will not be tolerated.

● Bullied pupils will be counselled by a member of staff after discussion with the Head of Year.

● Punishment where appropriate will be given using the normal disciplinary procedures, and repeated of acts of bullying or intimidation may result in exclusion.

● The views of pupils will be regularly sought by the School Council and via external surveys.

1. **POWERS TO SEARCH**

From September 2012 no consent is required for searching a student for banned or prohibited items.

* Prohibited items include: knives; weapons; alcohol; illegal drugs; stolen items; tobacco and cigarette papers; fireworks; pornographic images.
* Prohibited items also includes any article that the member of staff reasonably suspects has been, or is likely to be used to commit an offence, to cause personal injury to, or damage to the property of, any person. Any other item identified by the school rules.
* If searching without consent it is good practice to have two members of staff present, (at least one member of staff of the same sex), and there has to be reasonable grounds for suspicion to carry out such a search.
* Unless a police officer is present such searches can only involve the removal of outer clothing.

**9.1 Confiscation**

Section 91 of the Education and Inspection Act 2006 enables staff to confiscate, retain or dispose of student property as long as the confiscation is reasonable and lawful:

* Confiscation is carried out by a paid member of staff or any member of staff authorised by the Headteacher
* Confiscation took place on school premises or elsewhere whilst the student was in the control of the school (eg school trip)

Items confiscated may be returned to the student or held by reception for student or parent to collect, at the discretion of the member of staff. Prohibited items should be handed to the police or disposed of appropriately using the members of staff professional judgement.

**10**. **REASONABLE FORCE**

The legal provisions on school discipline also provide members of staff with the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

**10.1** What is reasonable force, who can use it and when can it be used?

* The term ‘**reasonable force**’ covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
* Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
* ‘Reasonable in the circumstances’ means using no more force than is needed.
* **Control** means either passive physical contact, such as standing between pupils or blocking a pupil’s path, or active physical contact such as leading a pupil by the arm out of a classroom.
* **Restraint** means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example, when two pupils are fighting and refuse to separate without physical intervention.
* School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

**10.2** Who can use reasonable force?

* All members of school staff have a legal power to use reasonable force.
* This power applies to any member of staff at the school. It can also apply to people whom the head teacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

**10.3** When can reasonable force be used?

* Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.
* In a school, force is used for two main purposes – to control pupils or to restrain them.
* 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 following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

**10.4** Schools can use reasonable force to:

* remove disruptive children from the classroom where they have refused to follow an instruction to be so;
* prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
* prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
* restrain a pupil at risk of harming themselves through physical outbursts.

**Schools cannot**:

* use force as a punishment – it is always unlawful to use force as a punishment.

1. **WORKING IN PARTNERSHIP**

Ashton Park School strongly believe in working in partnership with parents and carers.

* Should a student’s behaviour become a concern, parents or carers will be contacted at an early point.
* The Parental Portal on the VLE allows parents and carers to monitor attendance, lateness to lessons, behaviour and achievement points.
* Show My Homework allows parents and carers to log on and view homework and deadlines for each student.
* Parents and carers will receive a Truancy Call text message if their child does not arrive in school in the morning.
* Parents and carers will receive a text message if their child is placed in Isolation or if they have been identified by staff for working well.
* The mentoring and coaching partnerships that are run within the school encourage all staff to discuss and share expertise and ideas about behaviour management
* Students are supported in transition to and from other educational settings to understand and be able to manage the expectations of their behaviour. This includes liaison between staff at those educational settings and when appropriate attaching the student to a key worker on entry.
* Ashton Park School has developed strong links with other relevant professionals, such as the Behaviour Improvement Team, Educational Psychology Service, Autistic Spectrum Disorder Outreach Team, Ethnic Minority Achievement Service, Support Against Racist Incidents and Child Adolescent Mental Health Services.
* Students, through the School Council, are consulted on our Code of Conduct and Behaviour for Learning Policy
* All Governors, staff, students and parents are given the opportunity to comment on changes made to this policy before it is finally mandated

**10**. **MONITORING AND REVIEW**

We believe our Behaviour for Learning Policy should be a working document and are constantly reviewing our policy and procedures to ensure they are fair, considered and effective.

* + The use of sanctions will be monitored by age, ethnicity, gender, special educational needs (SEN), disability and any other relevant human difference
  + We aim to review the policy yearly, all key stakeholders including students, staff, parents and Governors.
  + Heads of Year have a responsibility to monitor rewards, behavioural concerns and attendance and these patterns are reviewed termly with their link members or the School Senior Leadership team.
  + Heads of Faculty have responsibility to monitor rewards, use of sanctions and behavioural concerns and these are reviewed termly with their link members of the School Senior Leadership team.