



Behaviour and Anti-Bullying Policy

Policy Date: September 2022

Renewal Date: September 2023

Owner: Steve McKim – Vice Principal

Approved by: AIM Board

Status:	Under Review	
	Approved	✓

Date approved by AIM Board: September 2022

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Ashlawn School is a learning community committed to providing high quality education. In order to achieve this, all students and staff have the right to work in a safe, calm, orderly and positive environment, conducive to effective learning for all.

Aims

This policy:

- Recognises that positive behaviour is fundamental to student progress and holistic development and is everyone's responsibility
- Outlines the routines and expectations for the behaviour of students across all aspects of school life
- Enables student behaviour to be managed consistently across the school
- Clearly defines rewards and consequences which allow staff to be able to consistently and fairly apply them
- Summarises the roles and responsibilities of different staff with regards to the management of behaviour
- Supports an environment where all members of the school community feel safe and behave safely
- Promotes a climate of respect whereby all members of the school community work together to establish a climate of respect. Bullying and discrimination are not accepted
- Celebrates diversity and encourages students to embrace our differences.

Principles

- All members of the school community should show respect for one another
- All members of the school community are entitled to learn in a safe and secure environment
- Positive behaviour will be rewarded
- Consequences will always be applied consistently and rigorously when tackling unwanted / inappropriate behaviour
- Immediate appropriate action will be taken to reduce the risk of inappropriate behaviour occurring, including particular action to prevent a disproportionate number of behavioural issues arising amongst vulnerable groups of students
- All members of the school community will be listened to and responded to
- Students will be expected to act as ambassadors when representing Ashlawn School for example when on trips, sports events and journeys to and from the school
- All school staff should model positive behaviour and promote the students' social, moral, spiritual and cultural development
- Those students whose behaviour or attendance deteriorate through events such as bereavement and/or child protection issues should be identified and supported accordingly.

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Learning Behaviours

This policy is based on the school's vision which seeks to enable all students to develop into people who are confident, reliable, caring and successful, with the self-esteem to participate actively and responsibly in all aspects of life.

We support students to fulfil their potential by focusing on the School values system of CARE; Community, Aspiration, Respect and Excellence.

Community

- Each and every individual in our school is valued and forms part of the Ashlawn family; students (past and present), staff, parents, carers, family members, volunteers, professional partners and neighbours from the wider community. We treat all members of the community with respect and our behaviours impact positively on everyone around us.

Aspiration

- We benefit from challenging and transformational learning experiences and enriched opportunities that inspire us to aim for, and work hard to achieve, our dreams in order to become all that we can be.

Respect

- We respect each other, respect our differences, respect our environment, respect our own and others' learning to ensure the best possible experience for all members of our community.

Excellence

- We are committed to try our best and achieve the highest standards in our love of learning in lessons and during enrichment experiences so that we can be the best possible versions of ourselves.

The School's reward system and achievement points are linked to our School values.

Expectations of Stakeholders

It is expected that parents/carers will:

- Ensure their child is in the correct school uniform. (see Appendix 6)
- Ensure their child has a school bag of an appropriate size and the correct equipment they require (see Appendix 7)
- Encourage full attendance by avoiding holidays in term time and arranging routine medical and dental appointments outside of the school day.
- Inform the school as soon as possible if their child cannot attend school because of illness.
- Ensure that their child arrives punctually to the school
- Ensure that their child either leaves their mobile phone at home or hands it to their Head of Year/Admin Services on arrival to school.
- Ensure that their child completes homework by checking Edulink and Google Classroom

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- Attend Parents' Consultation Evenings and other discussions about their child's progress or behaviour
- Contact the school if they have concerns and address staff in an appropriate manner.

It is expected that students will:

- Engage positively with the Behaviour Policy
- Follow all expectations when they are instructed to do so
- Respect the right of other students to learn and teachers to teach
- Be respectful of the right of all school staff to work in an environment free of abuse
- Respect themselves, property and the environment

It is expected that staff will:

- Model positive behaviours to students
- Expect high standards of behaviour from all students
- Apply the Behaviour Policy fairly and consistently
- Report concerns so that support can be provided

Rewards:

We believe that rewards play a vital part in encouraging students to fulfil their potential and to demonstrate a love of learning. Rewards will be given to students for consistent and/or improved levels of achievement, both academically and for contributions to the life of the school. The school records rewards on the school information management system through Edulink.

The range of rewards available are:

- Verbal and written praise
- Achievement Points (see reward points table)
- Parental contact e.g. phone calls home
- Awards for excellent attendance and punctuality to the school and to lessons
- Postcards home
- Letters home
- Merit badges; bronze, silver, gold and platinum
- Principal's Star Certificate
- Invitation to 'Hot Choc Friday'
- Doughnut Drops or similar - the final Friday of each half term for those students who have excelled at their contribution to school life. This will be at the discretion of the Head of Year.
- Work on display
- Prizes chosen by the individual student
- Curriculum team prizes/certificates
- End of term/ reward events eg. Trips, activities and Prom

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Positive Achievement Points

At Ashlawn we allocate points to promote positive behaviours and commitment to the school. Positive Achievement points will be awarded in lessons daily for a range of positive behaviours and at the end of each half term/ term and end of year.

Type	Points
Principal's Rewards/Awards	3
'Outstanding' achievement	2
Being a Student Ambassador at a School event	1
Merit Certificate - Platinum - Gold - Silver - Bronze	Awarded at 750 Awarded at 500 Awarded at 300 Awarded at 100
Postcard Home	2
Zero club - No warnings, time outs or on-calls (half termly)	5
Attendance (to be reviewed termly) - 100% - 99% - 98% - 97% - 96%	5 4 3 2 1
Community	1
Aspiration	1
Respect	1
Excellence	1
Reading	1
Excellence in Reading	1

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Consequences:

Communication with Parents/Carers

While we expect students to conduct themselves in an appropriate manner, we recognise that this is not always the case. Regular, effective communication and support of parents/carers is essential to ensure effective behaviour management. It is therefore critical that parents/carers are kept informed of their child's progress and any behaviour that could prevent them from maximising their full potential at Ashlawn School. When students do not meet our high standards, they are choosing to face the consequences for their actions.

The Non-Negotiables

The Non-Negotiables will be communicated to students in Assembly every half term by the Key Stage Leader. These will be monitored by ALL staff throughout the day and any infractions will be recorded on Edulink.

Staff at Ashlawn School will act against the following behaviours that contravene our values:

- refusal to follow instructions from staff
- failure or refusal to follow the Ashlawn School Behaviour Expectations
- refusal to comply with any sanctions imposed
- truancy
- inappropriate language towards staff
- physical/verbal aggression
- physical assault
- fighting
- bullying
- racism/homophobia/religious bigotry
- possession of drugs/alcohol/smoking paraphernalia including e-cigarettes
- weapons of any kind on a person or brought into school
- vandalism/damage to property
- theft
- striking/threat of violence/intimidation towards a member of staff
- selling items at school without permission

Student Classroom Behaviour Expectations: *Every Student, Every Time*

Students will be regularly reminded of the expectations. These are displayed in each classroom:

- Enter calmly and quietly when met by your teacher
- Remove outerwear before entering
- Ensure uniform is worn correctly
- Sit where asked
- Place your equipment on the desk
- Start 'Do Now' task
- Put your hand up if you have a question
- Track the teacher

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- Pack away when asked
- Leave quietly when dismissed by your teacher
- Move calmly and quietly to your next lesson

We believe it is important that all stakeholders understand why these expectations are in place:

Expectation	Why?
Enter classrooms quietly and calmly when met by your teacher, do not gather in the corridors	To ensure a calm orderly start to the lesson and that lessons can begin promptly
Respond politely to the teacher at the door	To build positive relationships
Remove coats and ensure uniform is worn correctly as you enter the classroom	To look smart and show that you are ready to learn
Enter silently and ready to learn, sitting where asked by the teacher	To ensure that you are able to learn to the best of your ability
Place equipment on the desk immediately	To ensure lessons begin promptly and that you are ready to learn
'Do now' task is started and completed in silence	To develop your long-term memory recall
Indicate if you have a question or if you need help by putting your hand up	So that your teacher is able to support or help you
Track the teacher when they are speaking	To show that you are listening and being respectful to the speaker
Answer questions and complete tasks to the best of your ability	To ensure that you learn and make progress
Pack away when asked to do so by your teacher	To ensure that learning is not interrupted and time is maximised
Leave when dismissed and in an orderly manner, using the one-way routes and correct staircases	To ensure a calm and orderly exit

Behaviour Interventions

To support students' behaviour a range of strategies are used and include:

- in-class procedures (see in class procedures, page 9)
- being placed on report
- a change of teaching group or tutor group either temporarily or permanently
- mentoring
- counselling
- workshops
- completion of support programmes tailored to student needs
- community service
- restorative justice: perpetrator and victim meeting with a facilitator to discuss and resolve the issue
- positive handling
- personalised/alternative curriculum

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- referral to a specialist provision and/or external agency e.g. Educational Psychologist, Educational Welfare Officer, Early Help, RISE (Parental permission will be requested where it needs to be)
- personal support plans
- referral to the Nurture HUB -this is a department within school
- AIM Board support panel
- Offsite direction (with parental agreement). A ten-week placement in another mainstream school to support behaviour with a view to the place becoming permanent or a successful return to Ashlawn.

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In class procedures

We expect all students to:

- Follow instructions from staff promptly
- Show respect for everyone in the room and the environment
- Allow everyone in the classroom to engage in the learning without interruption

If a student fails to meet these expectations, the following action is taken:

Type	Consequence and follow-up action by staff	Points
Pre-warning – mild correction of behaviour	None	0
B1: Warning	Recorded on Edulink by the class teacher. Student informed of B1 and the reason. *5 x B1's within a half-term will have a consequence of a lunchtime detention	1
B2: Second warning	Recorded on Edulink by the class teacher. Student informed of the B2, the reason. Given some time outside of the classroom to refocus themselves. Centralised lunchtime detention.	2
B3: Final warning	Recorded on Edulink by the class teacher. Student informed of the B3 and the reason by the class teacher. Given time to refocus. Whole School detention (1 hour).	3
B4: Removal from lesson	Class teacher uses Edulink to make a call out. Students are collected by senior staff and taken to another lesson. B4 recorded by Admin Services. Whole school detention (1 hour) If a student refuses then they will be placed in Internal Suspension for the remainder of the day and B5 will be issued. Teacher communicates behaviour concern with parent/carer.	4
B5: Internal Exclusion (9.30 am - 4 pm)	For more serious incidents and/or refusal to comply with call out. Recorded on Edulink by Admin Services. Meeting with parent/carer and Head of Year.	5
B6: Fixed Term Exclusion	For very serious incidents and /or refusal to follow expectations in Internal Suspension. Recorded on Edulink by PA to the Principal. Meeting with parent/carer and Head of Year/Key Stage Leader.	5

*When a student accumulates 5 consecutive outstanding detentions they will be placed in internal suspension to enable them to have a clean slate and a fresh start.

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Outside of lessons

Outside of lesson times we expect students to:

- move calmly and quietly around the school, keeping to the left of corridors and observing the one way system where it is in place
- speak politely and talk at a low volume
- have respect for the School and other people's property
- leave a classroom only when you have permission from a teacher and are carrying a corridor pass
- move directly to your next lesson, avoiding stopping off anywhere else on the way
- remain in the agreed areas, unless they have permission to do otherwise
- eat and drink only in the designated areas (and never in corridors)
- wear your school dress correctly as set out in the School Dress Code
- students will only be allowed out of lessons for emergencies. Filling water bottles, collecting books/reports from other teachers etc. are not considered emergencies.

If a student fails to meet our expectations of behaviour outside of lesson times the following procedure is in place:

Type	Consequence and follow-up action by staff	Points
Pre-warning – mild correction of behaviour	None	0
Behaviour incident	Behaviour incident recorded on SIMs by a Welfare & Behaviour Lead/Pastoral Assistant/Head of Year/Key Stage Leader. The student will be issued a 1 hour detention.	4
Serious incident	Students are withdrawn to write a statement and supervised until the completion of the investigation. A consequence appropriate for the incident will be given. Parents/Carers will be informed by a Head of Year, Key Stage Leader, or member of SLT.	4-5 This will reflect the seriousness of the incident
B5: Internal Exclusion	Recorded on Edulink by Admin Services	5
B6: Fixed Term Exclusion	Recorded on Edulink by the Principal's PA	5

Staff Responsibilities

Overall responsibility for the monitoring and evaluation of behaviour lies with the Principal and Vice Principal responsible for Behaviour. However, there is a responsibility at all points in line management to ensure that the policy is being followed.

All staff are responsible for ensuring this policy and accompanying procedures are followed, consistently and fairly applied. Support amongst all staff in the implementation of

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the policy is essential to ensure consistency of approach and to maintain excellent standards of behaviour.

Staff play a key role in advising the Principal, the Vice Principal responsible for Behaviour, and the wider Senior Leadership Team on the effectiveness of the policy and procedures. Staff have a responsibility, with the support of the Principal, to create a calm, safe, high quality learning environment which fosters a positive ethos.

Staff are expected to be a constant presence around the school, in-between classes, during breaks in the school day, and at break and lunch times, in order to check that students are using the school grounds respectfully and behaving appropriately. We firmly believe that this also supports the fostering of positive relationships outside the classroom.

Role	Responsibilities
All school staff	<ul style="list-style-type: none"> • Be an active presence in and around the school • Establish and maintain good relationships with students; exercise appropriate authority and act decisively when necessary • Praise and reward commitments to our Ashlawn CARE values • Challenge uniform infringements, including lanyards • Challenge students regarding mobile phones, devices and headphones • Challenge students who do not meet corridor expectations - walk calmly, quietly and purposefully, walk don't run, no eating/drinking • Challenge lateness and encourage swift movement between lessons • Challenge any inappropriate language or comments that they overhear
Form Tutor	<ul style="list-style-type: none"> • Establish and maintain good relationships with students and parents • Check uniform, lanyard and equipment everyday • Consistently apply and adhere to the school behaviour policy and systems • Monitor and address behaviour concerns as appropriate • Monitor and address attendance and punctuality concerns as appropriate • Implement Form Tutor Reports • Promote positive behaviour through the school rewards system
Teaching Staff	<ul style="list-style-type: none"> • Establish and maintain good relationships with students and parents • Be visible during lesson transitions and promote positive corridor behaviours • Meet and greet students at the door • Check uniform, lanyards and equipment in every lesson • Consistently apply and adhere to the school behaviour policy and systems • Monitor and address behaviour concerns through the 'Behaviours' system

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	<ul style="list-style-type: none"> • Ensure seating plans promote positive behaviour • Promote positive behaviour through the rewards system • Have regular contact with parents to create a positive partnership with the school • Communicate ongoing behaviour concerns to Head of Subject/Faculty
<p>Heads of Faculty</p>	<ul style="list-style-type: none"> • Establish and maintain good relationships with students and parents • Be visible during lesson transitions and promote positive corridor and stairwell behaviours, directing faculty staff as needed • Meet and greet students in your faculty area • Support members of the faculty to deal with any behavioural issues effectively • Monitor behaviour incidents that take place within the faculty and follow up, implementing Subject Reports as appropriate. • Analyse patterns of poor behaviour and take action • Communicate specific concerns to Heads of Year and other key staff to develop coordinated support strategies • Refer ongoing concerns via RAMP referral system • Communicate staff training needs via SLT link • Harness parental support by contacting parents in connection with positive and/or improved behaviour as well as when issues arise • Promote positive behaviours through the rewards system. • Analyse the use of this within your faculty

Attendance and Punctuality

It is expected that students attend school every day and on time. Reasonable adjustments will be made in the case of serious medical conditions where a medical professional has indicated in writing that full attendance cannot be expected.

Punctuality

Students may enter the site at 8.30am. All students should be seated in their tutor room by 8.45am for registration.

Students who arrive late for school will be issued a 15 minute same day detention for their second and subsequent late arrivals to school. Where it is clear that the school bus service has arrived late, students will not be held responsible because they have no option to catch an earlier bus.

Attendance

All absences for illness must be reported to school first thing in the morning through Edulink. If the absence is not reported by 8am via Edulink, parents/carers will be notified through an Edulink notification that their child is not present.

Students are expected to attend school every day. Where this is not possible, it is the expectation that attendance should be at least 96% at all times. This means that students should not exceed 7 days of absence across an academic year. Attendance and

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achievement at school are closely linked. Research indicates that students with no absence from school are over two times more likely to achieve 5 good GCSE or equivalent grades at GCSE. For every half day of absence, the likelihood of achieving 5 good GCSE grades including English and Maths are reduced by 1.8%.

Students who do not meet required attendance targets will receive support as per the Attendance Policy.

Cyclists/Motorists

- All students using a bicycle to travel to school or travelling by motorised vehicle must know the Highway Code
- Cyclists must wear a helmet when cycling to and from school. It is recommended that they wear high visibility apparel over their coats or attached to their bags, e.g. cycling in the dark, the bicycle must be equipped with appropriate safety lights
- Cyclists must not use pavements near pedestrians
- Cyclists must dismount from their bicycle before they reach the school frontage
- Cyclists must enter through their year group gate on foot and directly move to their designated bicycle area to lock up their bicycles
- Bicycles, motorbike and cars must be kept in roadworthy condition
- All students who use a motorbike or car must have a valid license and insurance
- Prefects may park their cars on site (this will be kept under review depending on space for staff)

Failure to follow these rules may lead to students being refused permission to store their bicycle/motor vehicle on site. Serious infractions will be reported to the police. Legal documentation of license, Road Tax, MOT (if applicable) and insurance must be submitted by students wishing to bring a motorised vehicle onto site.

Electric scooters are not permitted on the school site.

General Health and Safety

For the safety of all students and staff, the following rules must be followed:

- Keep left in the corridors and follow the one-way system
- Ball games may take place in designated areas only
- Students should not climb on any equipment, furniture or building with the exception of being instructed to use PE equipment under the supervision of a teacher
- All litter must be disposed of in the bins
- Enter classrooms with the permission of the teacher only
- Refrain from touching fences and stay within designated areas

Out of Bounds

- All areas enclosed by fences
- All car parks, at all times
- Bicycle shelters during the school day
- Areas beyond the supervising staff's direct eyesight

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Lunch and Break times

- Students must remain on site during lunch and break
- Students should sit in their designated year group areas at lunch
- Food is allowed to be consumed in the dining room or designated covered areas only. No food items or packaging should be taken outside of these areas
- Food and litter should be cleared away
- Appropriate behaviour should be demonstrated at all times, both in and outside the dining room

Smoking

Smoking on site is prohibited. This ban includes the use of electronic cigarettes or any smoking paraphernalia. Smoking infractions will be dealt with in the same way as other behaviour related infractions.

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Behaviour Sanctions

The school uses a wide range of sanctions for different levels of misbehaviour from low-level disruption to more serious misbehaviour. Some examples of sanctions used are:

- confiscation of property (until 3.20pm on that day)
- centralised detention (at lunchtime, or referred to whole school detention)
- parental contact
- meeting with parents/carers
- student removed from the lesson (call out)
- change of teaching group or tutor group either temporarily or permanently
- report card for behaviour, attendance or punctuality
- whole school detention
- student loses the privilege to attend school trips/rewards/events
- day(s) in Internal Suspension (9.00am – 4.00pm)
- day(s) in an alternative school where the Internal Suspension room at Ashlawn is not suitable (9:00am – 4.00pm)
- offsite direction
- managed move to another school
- fixed term suspension
- permanent exclusion

The following incidents are examples of where a student will be placed on report:

- Truancy from lessons
- Following a call out from a lesson
- Following a period in Internal Suspension
- Following a fixed term suspension
- At 10 behaviour points

Note: Students who have failed to follow the Behaviour Policy may not be allowed to participate in school trips/visits/reward events.

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On-Calls

An On-call is where a member of staff has pressed the on-call button as a student has reached B4 (see page 9) and must be removed from the classroom.

If a student is on-called from a lesson, the following procedures are in place where on calls occur over a half term:

On-call	Sanction	Follow-up	Sanction ladder	Behaviour Points
1 st	1 hour after school detention the day after the on-call	Class teacher contacts home, Head of Year (HOY) informed	1-hour detention after school. Parent/carer is informed of detention via Edulink	4
2 nd	1 hour after school detention the day after the on-call	Referral to Head Of Year for follow-up action	1 hour detention after school Parent/carer is informed via Edulink -Further contact will be made by the HOY	4
3 rd	1 hour after school detention the day after the on-call	Meeting with parent/carer to discuss concern.	1 hour after school detention the day after the on-call.	5
Following the assessment of the incident and any mitigating circumstances the following sanctions may be put in place: Internal Suspension (9.00am – 4.00pm)				
4 th	1 hour after school detention the day after the on-call	Meeting with parent/carer to discuss concerns with the Key stage Leader (KSL) and Head Of Year.	1 hour after school detention the day after the on-call.	5
5 th	Extended internal suspension (9.00 am - 4.00 pm)	Meeting with parent/carer to discuss concerns with the Key stage Leader.	1 hour after school detention the day after the on-call.	5
5 th	Fixed term exclusion	Meeting with parent/carer to discuss concerns with the Key stage Leader and SLT.	1 hour after school detention the day after the on-call.	5
Following the assessment of the incident and any mitigating circumstances the following sanctions may be put in place: Fixed Term Suspension / Offsite Direction				

Please note:

If a student is removed from two lessons within one day, they will remain off timetable for the remainder of that day and up to five lessons, including social time; the Head of Year will contact parents.

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Students will be able to move down the system if they have 10 days in school without an on-call.

Communicating incidents

Type of incident	Action	Who do you alert?
Student behaviour incident: one off in lesson	Class teacher addresses with the student through behaviour point/s and follows up quickly when you next see the student with a positive conversation.	Parents alerted via behaviour points recorded on Edulink
Student behaviour incidents: Repeated incidents over a period of lessons, including on-call from lesson	Class teacher contacts home – record communication on CPOMS. Reason for on call given. Restorative conversation with student before next lesson (this can happen in the after-school detention following an On-call) Subject Lead/Faculty TLR holder to give advice or support if necessary. Form Tutor to reiterate the message and provide pastoral support and encouragement.	Record communication and behaviour concern on CPOMS (Child Protection Online Management System), alert form tutor and Head of Year via CPOMS. KSL will access CPOMS reports and meet regularly with HOY to discuss students.
Student behaviour Incident – several incidents across faculty, including a further on-call.	Head of Faculty (HOF) to see student and contact home. Student placed on faculty report. Arrange to meet with parents/carers if behaviour persists.	Record all communication on CPOMS, alert form tutor and Head of Year via CPOMS. KSL will access CPOMS reports and meet regularly with HOY to discuss students.
High frequency of student behaviour across several faculties and out of lessons. Leading to B4.	Head of Year speaks with student, contacts home. Student is placed on form tutor report. Escalation to Head Of Year report if necessary. PSP process begins.	HOY records on CPOMS and discusses with KSL at weekly meeting. RASP process begins.
High frequency of student behaviour across several faculties and out of lessons leading to B4/internal and fixed term exclusions.	Head of Year and KSL meet with parents/carers and student. Student is placed on HOY report. Escalation to KSL report if necessary. RASP support reviewed (Raising Achievement Support Plan)	HOY records on CPOMS RAMP referral considered if appropriate.

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Serious incident involving violence, sexual harassment, racist, homophobic or ableist etc. language.	HOY and KSL to investigate and send recommendations to SLT.	Incident recorded on CPOMS, recommendations made to SLT.
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Further Consequences if the student does not attend an after school detention.

- Students who do not attend their 1 hour detention independently will receive one reminder. If they still do not attend, they will lose social time (break and lunchtime) the following day.
- Following this, a student who does not adhere to a loss of social time, will be placed in the internal suspension room the following day.
- If students are absent for their detention or internal suspension, then this will be completed on the first day the student returns to the school.
- Parental consent is not required for detentions. However, we will inform parent/carers through Edulink.
- If a student fails to meet expectations in terms of their behaviour, attitude or work rate during the detention, then the detention will be repeated until expectations are fully met.
- If a student absconds, or refuses to complete the detention, they will be placed in internal suspension the following day (9.00am – 4.00pm)

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Suspensions and exclusion from Ashlawn School: Suspension of a student from the school is one of the most serious sanctions available to us. Suspensions from school will be recorded on the student's school record.

There are a number of forms of suspension from the school:

Internal Suspension: This sanction is used if a student refuses to follow instructions from any member of staff; fails to complete detentions appropriately; truants from school or is in breach of the School Behaviour Policy.

Special consideration and/or reasonable adjustments will be given accordingly to students who are vulnerable/SEND by the Vice Principal responsible for Behaviour and Attitudes to Learning accordingly. The length of time these students spend in Internal Suspension will be determined by need. Students who are on a PSP may be placed in the Refocus area as an alternative.

Where a student fails to meet expectations successfully while in internal suspension, they may be required to complete this time the following day, alternatively a fixed term suspension may be considered at this time.

Offsite Direction: A student can be transferred to another school as part of an "Offsite Direction" where they will be a guest student while still on roll at Ashlawn School. This is to allow the student to have a fresh start in a new school and is an alternative to a permanent exclusion. Offsite Direction is voluntary – they are only arranged with the consent of all parties involved, including parents/carers. Offsite Direction is usually subject to a trial period of five to ten weeks in the new school. Students who have a successful Offsite Direction may transfer onto the roll of the receiving school upon a date agreed by all parties.

Fixed Term Suspension: Serious incidents of misbehaviour may result in a fixed term exclusion. This involves students being prohibited from being on school property for a number of days. Legislation stipulates that parents are responsible for supervising their child during the period of a school exclusion and ensuring that they are not in public areas. If any excluded child is found in a public place without reasonable justification during school hours, the parent could face a fixed penalty notice. The school must provide full time education from and including the sixth day of any fixed term exclusion of six days or over.

A student may be suspended for a fixed period of one or more days. If a student accrues 15 days in a term an **AIM Board Panel** will be convened. A fixed period suspension does not have to be for a continuous period. In exceptional cases, usually where further evidence has come to light, a further fixed period suspension may be issued to begin immediately after the first period ends.

Permanent Exclusion: A permanent exclusion involves the student being removed from the school. The Principal will only permanently exclude a student as a last resort, after trying to improve the student's behaviour through other means. However, there are exceptional circumstances for which the Principal may decide to permanently exclude a student for a 'one-off' offence.

These could include:

- Serious actual or threatened violence against another student or adult
- Sexual abuse or assault

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- Supply, possession and/or use of an illegal drug on school premises
- Carrying an offensive weapon
- Behaviour which may put students and/or the school community in danger

Reintegration Meetings

Following any period of suspension or following an incident(s) of inappropriate behaviour by a student, parents/carers are expected to attend a reintegration meeting.

For internal suspensions, this meeting will be attended by the student, parent/carer and appropriate members of staff. For Fixed Term Suspensions, the Key Stage Leader will also attend.

The purpose of this meeting is to ensure that the student has reflected on their behaviour and understands their responsibility for their actions and why the behaviour displayed was deemed unacceptable. The meeting is also to establish the student's commitment to ensure that this behaviour is not repeated in the future.

The discussion will also explore any additional support the student may require. Students will be required to complete a report for five days following their reintegration meeting.

Parents are expected to fully support the School Behaviour Policy and procedures in order to allow all learners to progress.

In the event of the meeting not reaching a successful conclusion, or where an agreement is not met, the meeting will be adjourned and a subsequent meeting will be held. The student will not be able to return to normal lessons within the school until a productive reintegration meeting with agreed outcomes has taken place.

Mobile Phones and Emerging Technology

Mobile phones are not permitted on the school premises (Years 7-11). If a mobile phone is seen by a member of staff, it will be confiscated and the student may collect it from admin services at the end of the day. If a student is seen to be using a mobile phone, it will be confiscated and a parent/carer will need to collect it at the end of the day from the main school reception. Should a parent/carer not be able to collect it at this time, the school will store it safely until it can be collected.

Other personal technologies should only be brought onto site if there is an educational reason for doing so. **Any mobile phone or emerging technology brought into school by a student is done so at their own risk and we do not accept responsibility for these items.**

Use of CCTV

Ashlawn School has CCTV in the corridors, main public areas, toilet entrance/ exit/ wash hand wash area and throughout external spaces and the school's perimeter. This is to maintain the security of the premises and for discouraging and investigating crime. It is also used to deter antisocial behaviour and for the purposes of student, staff and public safety. The school may use images obtained by CCTV for disciplinary purposes.

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Ashlawn School Anti-Bullying

Purpose:

The purpose of this policy is to raise the achievement of all students and to this end to specify the school's beliefs, attitudes, values and actions related to the issue of bullying.

Underpinning Aims:

The aims of Ashlawn School contain the following relevant statements:-

- To provide an environment in which students of all abilities and cultures can succeed and thrive.
- To develop in our students the capability for autonomy, the ability to take responsibility for their own lives.
- To prepare our students for participation in a multi-cultural and multi – ethnic society.
- To encourage in our students the development of a proper sense of moral values and of conduct based on this.
- To set for and expect of our students' high standards of academic performance, conduct and appearance.
- To develop in each of our students' self-esteem and equal esteem for others.

In addressing the issue of bullying we are trying to ensure that Ashlawn is a learning environment where these aims will be attained, so that all our students can feel confident and safe – confident in their own sense of personal worth, and safe from the pain and unhappiness caused by bullying.

Definitions of Bullying:

"Bullying is the wilful, conscious desire to hurt another and put her/him under stress" (Tattum 1988).

From the victim's viewpoint it could be said that bullying has taken place when an individual or group is/are left feeling hurt (injured), threatened, or anxious by the unwarranted unkind actions of another individual or group.

Bullying could include any or all of these:-

- Rude/aggressive gestures.
- Hostile/disdainful looks.
- Verbal abuse – name calling, spreading rumours, humiliation, threats.
- Physical aggression – includes physical intimidation, assault, kicking, hitting, punching.

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- Extortion.
- Exclusion from peer group.
- Hiding belongings or theft of property.
- Sexually abusive or sexually explicit comments, unwanted physical attention or contact.
- Racial harassment (see appendix 4)
- Homophobic bullying – physical or verbal abuse focusing on the issue of a person's sexuality.
- Cyber bullying; any form of abuse or intimidation by means of mobile phone or computer technology e.g.: Facebook comments, Tik Tok, Snapchat or Internet abuse.

Actions:

It is the responsibility of the following stakeholders in Ashlawn School to act in accordance with the following guidelines:

- **STUDENTS.** Students who witness any form of bullying should report it to a teacher who **will take the matter seriously and act immediately.**
- **PARENTS.** Parents and carers are advised to inform the school of any concerns regarding bullying or harassment taking place inside or outside of school. Strategies will be put in place to monitor the welfare of children while they are in school. For incidents taking place outside of form, we would advise parents and carers to report harassment to the police.
- **TEACHERS.** Teachers should, at all times act as role models to students by acting with respect and courtesy to others and show a definite anti – bullying stance in their dealings with everyone. Teachers, in their lessons, and when around the school should always **deal with and report any incidence of bullying.** We should actively seek to include all individuals in our compass and to encourage students to do the same.
- **Heads of Subject and Heads of Faculty** will lead their colleagues in implementing this policy as the quality of learning and teaching is impaired by bullying. No Head of Subject or Faculty will allow bullying to be tolerated in their classrooms. They will:-
- Make very clear to students on a regular basis, our attitudes and actions against bullying.
- Remind students regularly of our Code of Conduct.
- Use Departmental Meeting time to reinforce such values to colleagues.
- Deal with incidents of bullying within their Departments along the lines set out in this document. They will:-

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1. Interview the bully and the victim separately.
2. Interview the bully and the victim together to obtain conciliation if appropriate.
3. Bully may be excluded from a peer group for a period of time if appropriate.
4. Any other sanctions should be clear and fair and applied without any form of intimidation.
5. Any actions must be noted and dated and sent to HOY for information and filing.
6. All incidents must be reviewed at a later date.

Form Tutors will see bullying from the victim's point of view and will reinforce the values of the school to other tutees and against the bullies. They will:-

1. Make very clear on a regular basis our attitudes and actions against bullying during tutor time.
2. Remind students regularly of our Codes of Conduct.
3. Deliver those parts of the Pastoral Programme that relate to Bullying.
4. Help students to develop skills and strategies to help them to deal with bullying.

If Tutors see acts of bullying by their tutees they will:-

1. Interview bullies and victims separately
2. Interview bullies and victims together to obtain conciliation if appropriate.
3. Parents may be contacted if appropriate.
4. Contact their HOY if there is a repeat of the offence.
5. All sanctions must be clear and fair and applied without any form of intimidation.
6. All discussions must be noted and dated and passed to the HOY for information and filing.
7. All incidents must be reviewed at a later date.

Heads of Year: will reaffirm the policy through Assemblies, year meetings, bulletins, and notice board displays and take action against bullies which will involve meetings with parents.

HOY will follow the guidelines set down for Heads of Subject and Heads of Faculty and in addition will:-

1. Contact Parents to set up a meeting where acts of bullying have not ceased after strategies have been adopted.
2. Keep a log of bullying incidents.

Key Stage Leaders: will similarly, reinforce the policy and lead and support teams in its implementation.

- HOS will regularly monitor the implementation of the processes and procedures involved in this policy by discussing the cases with HOY in Team Meetings.
- HOS will lead Teams in implementation and modification of this policy.

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- HOS will lead review discussions at HOY meetings at regular intervals to update the policy.

Escalation of incidents involving bullying;

1. Student is given a verbal warning
2. Lunchtime detention, parents informed
3. After school detention, parents informed
4. Internal suspension, meeting with parents
5. At this stage, lengthier internal suspensions and fixed term suspensions will be used for ongoing incidents

Principal and Senior Leaders will also reinforce the policy through their Assemblies and other dealings with students and parents. The Principal will use his/her powers of sanction judiciously. If any member of SLT is involved in dealing with an incident of bullying they will also follow the procedures set down for Heads of Department.

The Aim Board partners will sit on a disciplinary panel where and when this is required. They will also support, monitor and evaluate the policy.

Monitoring and Evaluation:

The incidence of bullying will be monitored by the HOS and reviewed annually as a standing item on the HOY agenda. This meeting will formally consider the effectiveness of this policy and its procedures.

HOY and HOS/HOF will monitor the occurrence of bullying in their areas and the procedures taken against it. To aid this process a pro forma will be used which will start with the victim's allegations of bullying and will show what was done and how the situation was resolved. A copy of this can be found in Appendix 2.

Appendix 1

DFE guidelines 2022 state the following:

Staff have an important role in developing a calm and safe environment for pupils and establishing clear boundaries of acceptable pupil behaviour. Staff should uphold the whole-school approach to behaviour by teaching and modelling expected behaviour and positive relationships, as defined by the school behaviour policy, so that pupils can see examples of good habits and are confident to ask for help when needed. Staff should also challenge pupils to meet the school expectations and maintain the boundaries of acceptable conduct.

All staff should communicate the school expectations, routines, values and standards both explicitly through teaching behaviour and in every interaction with pupils. Staff should consider the impact of their own behaviour on the school culture and how they can uphold the school rules and expectations. Staff should also receive clear guidance about school expectations of their own conduct at school.

When a member of school staff becomes aware of misbehaviour, they should respond predictably, promptly, and assertively in accordance with the school behaviour policy. The first priority should be to ensure the safety of pupils and staff and to restore a calm environment. It is important that staff across a school respond in a consistent, fair, and proportionate manner so pupils know with certainty that misbehaviour will always be addressed. De-escalation techniques can be used to help prevent further behaviour issues arising and recurring and schools may use pre-agreed scripts and phrases to help restore calm.

The aims of any response to misbehaviour should be to maintain the culture of the school, restore a calm and safe environment in which all pupils can learn and thrive, and prevent the recurrence of misbehaviour.

A detention is a commonly used sanction, often used as a deterrent to future misbehaviour. It is typically a short period where the pupil is required to remain under supervision of school staff when their peers have been allowed to go home or to break.

When used, it should be done so consistently and fairly by staff. This process should be well known to all pupils and staff.

What the law allows:

Teachers have authority to issue detention to pupils, including same-day detentions.

Parental consent is not required for detentions.

With lunchtime detentions, staff should allow reasonable time for the pupil to eat, drink and use the toilet.

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DFE guidelines state that staff can discipline students:

- at any time the student is in school;
- when taking part in any school-organised or school-related activity;
- when travelling to or from school;
- when wearing school uniform;
- when in some other way identifiable as a pupil at the school;
- that could have repercussions for the orderly running of the school;
- that poses a threat to another pupil; or
- that could adversely affect the reputation of the school.

Reasonable Force

DFE guidelines 2022 state that:

There are circumstances when it is appropriate for staff in schools to use reasonable force to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children.

'Reasonable' in these circumstances means 'using no more force than is needed'.

Members of staff have 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 at the school or among pupils.

Reasonable force can be used to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- 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.

Searches

DFE guidelines 2022 on searches state that:

Headteachers and staff they authorise have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item listed below or any other item that the school rules identify as an item which may be searched for.

The list of prohibited items is:

- knives and weapons;

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- alcohol;
- illegal drugs;
- stolen items;
- any article that the member of staff reasonably suspects has been, or is likely to be used:
- to commit an offence, or
- to cause personal injury to, or damage to property of; any person (including the pupil).
- an article specified in regulations:
- tobacco and cigarette papers;
- fireworks;
- pornographic images.

Under common law, school staff have the power to search a pupil for any item if the pupil agrees. The member of staff should ensure the pupil understands the reason for the search and how it will be conducted so that their agreement is informed.

Before any search takes place, the member of staff conducting the search should explain to the pupil why they are being searched, how and where the search is going to take place and give them the opportunity to ask any questions.

The authorised member of staff should always seek the co-operation of the pupil before conducting a search. If the pupil is not willing to co-operate with the search, the member of staff should consider why this is. Reasons might include that they:

- are in possession of a prohibited item;
- do not understand the instruction;
- are unaware of what a search may involve; or
- have had a previous distressing experience of being searched.

If a pupil continues to refuse to co-operate, the member of staff may sanction the pupil in line with the school's behaviour policy, ensuring that they are responding to misbehaviour consistently and fairly.

An appropriate location for the search should be found. Where possible, this should be away from other pupils. The search must only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

The law states the member of staff conducting the search must be of the same sex as the pupil being searched. There must be another member of staff present as a witness to the search.

Any search by a member of staff for a prohibited item listed above and all searches conducted by police officers should be recorded in the school's safeguarding reporting system, including whether or not an item is found.

Schools are encouraged to include in the record of each search:

- the date, time and location of the search;
- which pupil was searched;
- who conducted the search and any other adults or pupils present;
- what was being searched for;
- the reason for searching;
- what items, if any, were found; and
- what follow-up action was taken as a consequence of the search.

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The law protects members of staff from liability in any proceedings brought against them for any loss of, or damage to, any items they have confiscated, provided they have acted lawfully. Confiscated items and action the school will take is outlined in Appendix 5.

Appendix 2

Bullying Report

Your Name _____

Your Form _____

What happened?

Who was involved? _____

Where did it happen? _____

When? _____

Who were the witnesses? _____

Which teacher helped you first? _____

Teachers Report

Date: _____

Notes on interview with student (name overleaf)

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Notes on interview with witnesses

Names(s) _____

Notes on interview with alleged perpetrator

Name _____

Action _____

Signed _____

Bullying - Don't suffer in silence

Appendix 3

Information for students

When you are being bullied:

- Be firm and clear – look them in the eye and tell them to stop.
- Get away from the situation as quickly as possible.
- Tell an adult what has happened straight away.

After you have been bullied:

- Tell a teacher or another adult in your school.
- Tell your family.
- If you are scared to tell a teacher or an adult, ask a friend to go with you.
- Keep on speaking up until someone listens.
- Don't blame yourself for what has happened.

When you are talking about bullying with an adult, be clear about:

- What has happened to you?
- How often it has happened.
- Who was involved?
- Who saw what was happening.
- Where it happened.
- What you have done about it already

Appendix 4

Racial Harassment

Ashlawn School is absolutely clear about its commitment to Equal Opportunities and to an inclusive society. There is no place in our school society for racism. It is important to distinguish racism from other forms of bullying and unacceptable behaviour though many of the actions are unwarranted, unpleasant acts which cause hurt and stress to others. The whole school approach to anti-racism must be proactive and consistent and to this end the school will:-

- Provide positive images and role models which reflect the experiences of all people in our multicultural society.
- Critically examine our existing resources to ensure that stereotyped and outdated images and viewpoints are not being perpetuated.
- Develop, where possible and appropriate, global dimensions to our work and life which value all members of our multicultural society.
- Explore with students, at the appropriate level, issues of racism and equality in personal, community and global contexts and inviting them to develop strategies for promoting justice and challenging injustice.
- Encourage collaborative and co-operative approaches to learning so that students' cultural and linguistic backgrounds are reflected in a positive way.
- Build positive links with community groups and support agencies to ensure that the multicultural dimensions of the curriculum are fully developed.
- Have high expectations of **all** students' ability to achieve and ensuring that **all** student's individual learning and social needs are met.

Racism and racial harassment may take the form of the following:-

- Physical assault.
- Derogatory name-calling.
- Racist graffiti.
- Wearing racist badges or insignia.
- Bringing in racist materials such as magazines.
- Verbal abuse and ridicule for cultural differences.
- Incitement of others to behave in a racist way.
- Racist comments in the course of lessons.
- Attempts to recruit to racist organizations and groups.
- Refusal to co-operate with others because of their race, colour, ethnicity, language or religion.

Dealing with racial incidents should revolve around challenge, Resolve and Monitor. Following the processes and procedures set out in the main part of this policy, students, parents, teachers and governors will also take all racist acts seriously and deal with them

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according to the guidelines set out above. In addition:-

- All graffiti including racist graffiti will be removed immediately.
- All forms of racist literature and materials will be confiscated.
- No racists' badges or insignia will be allowed in school or at any event which is part of the school curriculum or life.
- Any recruiter to racist organizations will be reported to the Principal.

The HOY will complete a racist incident form following any incident of this nature.

Appendix 5

Prohibited or banned items:

Items banned by the school

- Mobile phones and emerging technology
- Cigarettes; e-cigarettes; tobacco; filter papers, smoking paraphernalia
- Energy drinks
- Toys of any description
- Any item being sold by students without a permit or permission from the school

Procedure after confiscation

- Parent collection except when confiscated as part of an investigation.
- Disposed of by the school
- Disposed of by the school
- Returned to student at 3.20 pm on the day of confiscation except when it is part of an investigation
- Items will be disposed of by the school and any monies donated to a charity the school is supporting.

Prohibited items

- Knives and other weapons
- Alcohol
- Illegal drugs
- Other substances not believed to be controlled drugs
- Stolen items

Procedure after confiscation

- Handed over to the police
- Disposed of by the school
- Handed over to the police
- Handed over to the police
- Handed over to the police

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- An article that a member of staff reasonably suspects has been, or is likely to be, used to commit an offence or cause personal injury to, or damage to the property of, any person at the school
- Disposed of by the school
- Handed to the police if it is an illegal item or if an offence has been committed

Appendix 6

Uniform/school dress expectations and consequences

We are preparing our students for life beyond school and recognise that it is therefore important that students are used to following standards of dress as specified by the organisation for which they may work. We expect all students to attend wearing full school uniform or in the case of the 6th form, to wear business-appropriate dress. It is the parent/carer's responsibility to ensure that this happens. If a student fails to wear the correct uniform or have a business-like appearance they will be expected to rectify this. Any refusal would result in them being withdrawn for the day and there may be on-going consequences for persistent refusal.

We ask parents and carers to support these expectations and ensure that their child is in the correct school uniform or has a business-like appearance every day. The school reserves the right to decide on the suitability of any items of clothing and business-like appearance. Should you be unsure about anything, we urge you to contact us before purchasing school uniform items, including footwear, or making changes to appearance.

Core Uniform:

- Ashlawn School logo polo shirt (Burgundy for Y7-9 and Black for Y10-11)
- Black, smart, tailored trousers (please note that trousers should be full length, in a fabric suitable for formal wear and with a button and a zip. Trousers that have rivets or stitching like jeans are not permitted. Leggings are not permitted)
- Ashlawn School logo knitted jumper/cardigan (if student wishes to wear a jumper)
- Plain black leather or leather look shoes or trainers

Optional Uniform Items:

- Ashlawn School logo pleated skirt.
- Ashlawn School logo shorts

Please note students can ONLY wear a pleated Ashlawn skirt with logo or shorts with a logo. NO other skirts or shorts will be permitted.

PE Kit:

- Ashlawn School PE t-shirt
- Ashlawn School PE shorts/skort
- Royal blue socks
- Trainers

Additional PE items:

- Rugby/football boots
- Gum shield

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Other PE items are also available to purchase but these items are not required. Please note that we only ask for the new style PE kit to be purchased if you choose to buy new items. We encourage passing clothes to younger siblings/family/friends or purchasing second hand clothing items.

We encourage parents and carers to purchase uniform items from the PTA uniform shop. Good quality pre-loved items are available at very low prices and making use of this option is brilliant for the environment.

Other uniform notes:

- Make up should be subtle and designed to enhance rather than accentuate features
- Students may wear one pair of stud earrings and one watch. Please note that earrings **must** be removed for PE, therefore care should be taken when choosing to pierce ears.
- No other jewellery is permitted. **All other jewellery, including any facial piercing jewellery, will need to be removed upon entry to the school site.**
- Hair should be of a colour that is considered natural. Extremes of hair colour or style are not permitted. Hair should be styled in a neat style that allows participation in all activities. Longer hair will need to be tied back for PE and other practical activities and should not cover eyes during lessons.
- Nails should be of a length suitable for all activities, including PE. All nails should be short and, if painted, be a neutral colour. Please note that students will need to file down long nails if they attend school with nails of an unsuitable length to safely participate. Please do not allow long extensions during the school term unless you are happy for your child to be directed to file them to a suitable length for all school activities.

SIXTH FORM DRESS CODE

Our dress code is traditional office wear. All students are required to wear formal clothing with smart leather or leather-look shoes.

YES PLEASE

- Smart trousers, dress or skirt with smart jacket
- Any tailored dress / skirt should be no more than 3" above the knee
- Smart shirt / blouse or smart office-style round neck top of a sensible cut
- Any jumper or cardigan should be fine knit
- Trousers should be tailored – no denim
- Office shoes, court shoes, dolly shoes, short office-style boots, smart sandals – trainers are NOT allowed
- Light subtle make-up
- Hair colour and style must be appropriate for school.
- Clear nose stud only

NO THANK YOU

- Extreme hairstyles, unnatural hair colour
- Facial piercings, ear stretchers, tongue piercings or visible tattoos

Appendix 7

Essential Equipment

It is the expectation at Ashlawn School that all students come equipped with the following items **every day**:

- Pencil case of appropriate size (please note that pencil cases used in exam conditions must be clear)
- Two ballpoint pens (black or blue)
- Two ballpoint pen (green)
- Two HB pencils
- Sharpener
- Eraser
- Ruler (at least 15cm long)
- Glue stick
- Two highlighters in different colours
- Maths set (protractor, set square and a compass with pencil)
- Scientific calculator
- A4 ring folder (Years 11 - 13)
- College lanyard with student identity badge
- Timetable
- A suitable school bag big enough to hold all of the required equipment

Students in receipt of the Pupil Premium Grant may have equipment provided for them from their individual bursary.

This policy should be read in conjunction with the Safeguarding Policy.

All school policies can be viewed on the school website:

<https://www.ashlawn.org.uk/about-us/school-policies/>

Monitoring by the AIM Board:

The exclusion data is monitored by the AIM Board to ensure that the school consistently applies this policy.

End of Policy