

A S H L A W N
SCHOOL

Positive Behaviours Policy

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Contents

	Page
1. Aims	4
2. Principles	4
3. Ashlawn School Charter	5
4. Staff Advice on managing positive behaviours	5
5. Learning behaviours	5
6. Expectations of stakeholders	6
7. Rewards	7
8. Expectations	10
9. Consequences	10
10. Classroom expectations	12
11. Interventions	13
12. Hands off policy	14
13. Outside of lessons	14
14. Staff responsibilities	15
15. Attendance and Punctuality	16
16. Health and Safety	16
17. Detentions	17
18. Suspensions and exclusions	18
19. Mobile phones and emerging technology	20

	Page	
Appendix 1	DfE Guidelines	21
Appendix 2	Incident report	24
Appendix 3	Prohibited Items	25
Appendix 4	Essential equipment	25
Appendix 5	Internal Suspension	26
Appendix 6	The Hub	27
Appendix 7	Refusal to follow instructions flowchart	27
Appendix 8	Positive Handling procedures	27

In the development of this policy Ashlawn School has taken guidance from the DfE guidance: Behaviour in Schools advice for head teachers and staff September 2022.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101597/Behaviour_in_schools_guidance_sept_22.pdf

Ashlawn is a learning community committed to providing high quality education with high expectations of student conduct and behaviour at all times. Ashlawn's CARE values are used to develop students' sense of community, respect, aspiration and excellence in all they do. These values are underpinned by students being encouraged to thrive in a positive behaviour policy and a comprehensive rewards system which supports these values.

1. Aims

This policy:

- recognises that positive behaviour is fundamental to student progress and holistic development.
- recognises that behaviour 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 in order to:
 - develop students self control.
 - develop students ability to take responsibility for their actions.
 - develop students ability to make the correct choices.
 - develop students ability to take pride in showing positive behaviours.
- 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.
- ensures all staff uphold the school values and promote students social, cultural, spiritual and moral development.
- 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 this.
- is clear that bullying and discrimination are not accepted. The Ashlawn community works together to celebrate diversity and encourages students to embrace our differences.
- ensures that the majority of students are protected from the anti-social behaviour of a minority of students.
- ensures staff feel supported to maintain high standards of behaviour.
- ensures the school maintains a high reputation in the local community and beyond.

2. Principles

- All members of the school community should show respect and kindness for one another.
- All members of the school community are entitled to learn in a safe and secure environment.
- Positive behaviours and those which uphold the school values 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. Restorative justice will be fully embedded into the consequence system.
- 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.
- All staff will ensure students know how to achieve recognition through the rewards system.

3. Ashlawn School Charter

This was reviewed and updated in September 2023 in consultation with students, staff and parents and represents and underpins our core values for behaviour:

- Demonstrate kindness to all and help those in need
- Be proud of our uniqueness and champion the differences of others
- Celebrate our successes together
- Express gratitude for things that others do for us
- Show respect and pride in our words and actions
- Challenge ourselves and each other to be our best, always

4. Staff Guidance on Managing Positive Behaviours

- Stick to routine, be consistent.
- Challenge unacceptable behaviour in a positive manner e.g. 'you should be working quietly' rather than, 'you are too noisy'.
- Clear starts which are time focussed.
- Be aware of the class, avoid turning your back.
- Move towards disruptive behaviour to talk to individuals whilst maintaining relationships with the majority who are behaving well.
- Ensure all standards are maintained consistently throughout the school day e.g. equipment, uniform and punctuality outlined.
- Talk to students to reset the conversations rather than telling students
- Work with students to restore positive relationships.

5. Learning Behaviours

This policy is based on the school's vision which seeks to enable all students to become positive contributors to our community, demonstrating respect and kindness and are considerate of beliefs and values we each hold. 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.

6. Expectations of Stakeholders

It is expected that parents/carers will:

- ensure their child is in the correct school uniform and this is worn appropriately as outlined in the uniform policy on the school website.
- 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, or places the phone (at their own risk) in their bags and does not use this for the time they are in school.
- ensure that their child completes homework by checking Edulink and Google Classroom.
- attend Parents' Consultation Evenings and other discussions about their child's progress or behaviour.
- support the school at all times in ensuring their child maintains the expected standards of behaviour.
- abide by the home-parent agreement.
- contact the school if they have concerns and address staff in an appropriate manner.

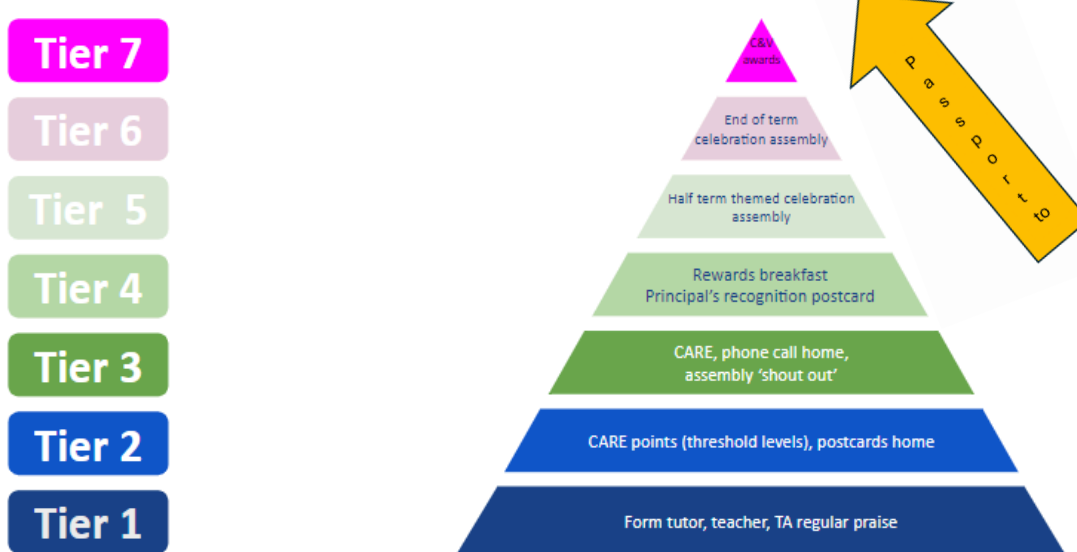
It is expected that students will:

- engage positively with the positive behaviours policy and the restorative justice process.
- meet clear expectations, without argument, set out for behaviour in and around school.
- 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.
- be respectful to each other, themselves, school property, school environment and the local community.
- ensure the home school agreement is adhered to.

It is expected that staff will:

- model positive behaviours and school values to students.
- expect high standards of behaviour from all students.
- apply the positive behaviours policy fairly and consistently and fully engage with the restorative justice process.
- report concerns so that support can be provided.
- record all behaviour incidents.
- establish clear routines and systems which enable students to develop positive behaviour choices.
- be a visible presence around school during lesson transitions and all social times including the end of the school day .
- monitor students are using the school grounds respectfully and behaving appropriately.
- fostering of positive relationships outside the classroom.

7. 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 values and life of the school. The school records rewards 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 postcard

- zero club awards
- rewards breakfasts - the final week of each half term for those students who have excelled at their contribution to school life
- work on display;
- prizes chosen by the individual student;
- curriculum team prizes/certificates;
- End of term/ reward events eg. trips, activities and prom

Positive Achievement Points

At Ashlawn we allocate points to promote positive behaviours and commitment to the school. These positive reward points accumulate across the year. Students and parents are informed of the success by our electronic application, Edulink. 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 Postcard	5
Positive telephone call	4
Postcard home	3
Being a Student Ambassador at a School event	5
Merit badge <ul style="list-style-type: none"> ● Platinum ● Gold ● Silver ● Bronze 	Awarded at 750 Awarded at 500 Awarded at 300 Awarded at 100
Zero club - No warnings, time outs or on-calls (half termly)	10
Attendance (to be reviewed termly) <ul style="list-style-type: none"> ● 100% ● 99% ● 98% ● 97% ● 96% 	10 8 6 4 2
HERO (Here every day, ready and on time)	10
Community	1
Aspiration	1
Respect	1
Excellence	1
Reading	1
Excellence in Reading	1

Examples of how rewards are issued:

Community

- Working well with others
- Contribution to tutor group/class/college/year group
- Supporting at a school event
- Being supportive of others
- Taking part in enrichment opportunities
- Performing in a school activity/event/sport

Aspiration

- Learning a new skill
- Making progress towards targets
- Going above and beyond
- Showing resilience
- Overcoming challenges or difficult situations
- Finding solutions
- Correcting your own behaviours
- Working on feedback given
- Asking questions

Respect

- Punctuality to lessons
- Equipped to learn
- Well mannered
- Value buildings, property and equipment
- Presentation of books
- Accepting of consequences
- Respect for others
- Tolerance and understanding
- Able to follow instructions
- Responding courteously to others

Excellence

- Quality of work, verbal, written, home learning etc.
- Contribution to lessons
- Achievement
- Pride in your work
- Doing your best
- Sporting excellence
- Academic excellence
- Creative excellence

Key stage 4 and 5 rewards

Students in Key Stage 4 and 5 will receive rewards but will have a 'passport to' at the top end of the pyramid. Students will work towards a 'passport' for the following rewards:

- Year group trip for example Alton Towers
- Prom
- Permission to study at home during a period 5 lesson

There will be a published criteria for the passport to which may, but not exclusively, include the following:

- Attendance
- Attitude to learn report
- Academic progress towards target

Communication with Parents/Carers

We have high expectations of students in the classroom and around the school site as well as in our wider community. 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.

8. Expectations

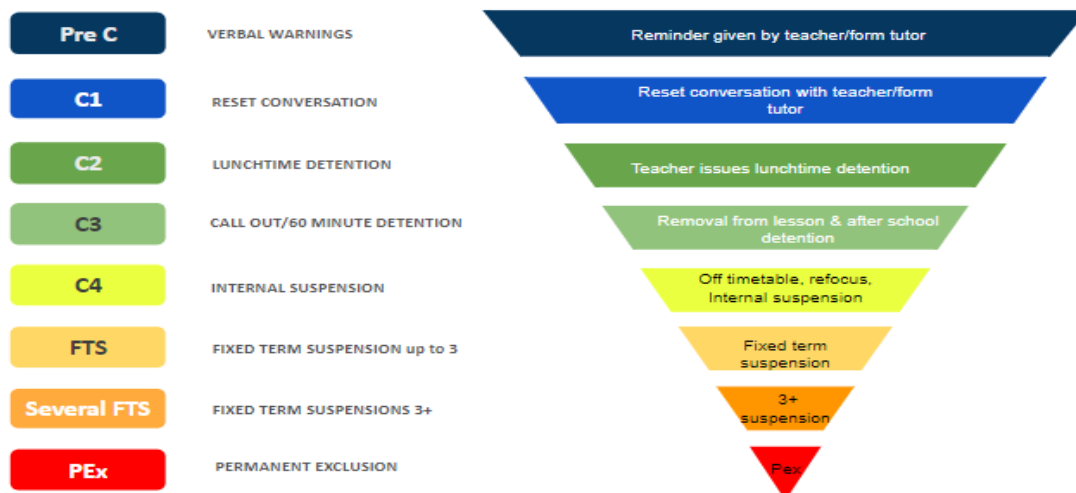
School expectations will be communicated to students in Assembly every half term. These will be monitored by ALL staff throughout the day and any consequences will be recorded on Edulink. Parents are notified at the end of every school day. Examples of inappropriate behaviours are:

- failure or refusal to follow the Ashlawn School positive behaviour expectations
- refusal to follow instructions from staff
- prejudicial language and behaviours
- truancy
- inappropriate language towards staff
- physical/verbal aggression
- physical assault
- fighting
- bullying
- 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
- malicious allegations*

* a malicious allegation of a student against a member of staff which proved to be unfounded would be in breach of the school's code of behaviour and therefore would be dealt with extremely seriously in line with TLET's exclusion policy

9. Consequences:

Consequence points are given when a student makes an incorrect choice. These are given in isolation of reward points and are tallied separately. At the end of each half term the consequence point record is reset to enable students to be successful with a fresh start.



Type	Consequence and follow-up action by staff	Points
Pre -C Pre-warning – mild correction of behaviour	None	0
C1: Warning	Recorded on Edulink by the class teacher. Student informed of C1 and the reason.	1
C2: Second warning	Recorded on Edulink by the class teacher. Student informed of the C2, the reason. Given some time outside of the classroom to refocus themselves. Centralised lunchtime detention. Parents/carers will receive an email from the teacher setting the detention.	2
C3: Final warning	Class teacher uses Edulink to make a call out. Students are collected by senior staff and taken to another lesson. C3 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 C4 will be issued. Teacher communicates behaviour concern with parent/carer by telephone	3
C4: Internal Suspension (9 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. Formal reintegration meeting with parents/carer.	4
C5: Fixed Term Suspension	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. Formal reintegration meeting with parents/carer	5

While not exhaustive, the table below provides examples of the types of incidents which may result in a specific level of consequence:

Consequence	Incident type
PEX	Drug/alcohol related, persistent serious disruptive behaviour, weapons, serious assault of a member of staff or a student, sexual abuse or assault.
FTS	Vaping repeat occasion, failed internal suspension, unsuccessful reintegration following suspension, possession of prohibited items, physical assault, anti-social behaviour, threatening behaviour, sexual harassment or violence, history of prejudice. Swearing at a member of staff.
C4	Vaping or possession of a vape, refusing to comply with mobile phone policy, physical altercation, persistent refusal to follow instructions, prejudice incident, repeat on call within a day, theft, repeat instances of bullying, refusal to comply with on call, repeat missed detention, dangerous behaviour, anti-social behaviour repeat incident. Two removals from lessons within a day.
C3	Removal from a lesson following persistent disruptive behaviour, persistent lack of engagement, persistent refusal to follow instructions, persistent lack of respect, walking away from staff, truancy from a lesson, missed or unsuccessful lunchtime detention, vandalism/graffiti, incident of bullying, threatening behaviour, verbal abuse, persistent, prejudicial incident, foul language, anti-social behaviour first offence. Could be a significant one off incident resulting in immediate removal from lesson, for example, risk to safety of self or other.
C2	Continued disruption to learning, continued lack of engagement, continued refusal to follow instructions, continued lack of respect
Pre C, C1	Low level disruption, repeat instances of low level disruption, lateness to lesson, lack of engagement in lessons, refusal to follow instructions, lack of respect, foul language, prejudicial comment. Hands off. Uniform infractions. Late to school. Anti-social behaviour both in and out of lessons.

On-Calls

An on-call is where a member of staff has requested student removal from a lesson. The student has reached C3 (see page 9). **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.

10. Classroom Expectations: *Every Person, Every Time*

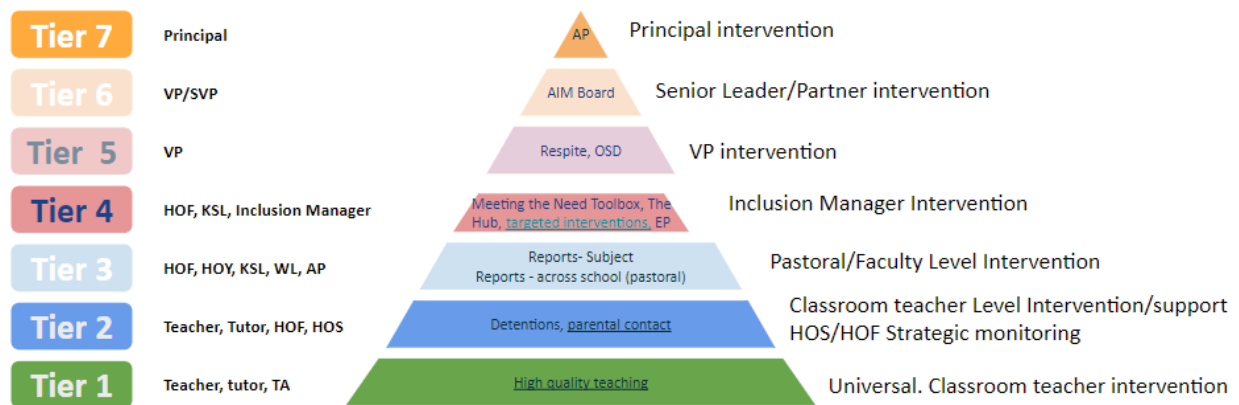
Students and staff are expected to behave in line with the Ashlawn School Charter and these may include the below:

- Enter calmly and quietly
- Remove outerwear before entering
- Sit where asked
- Place equipment on the desk
- Start 'Do Now' task
- Put your hand up if you have a question
- Pack away when asked
- Leave quietly when dismissed
- Move calmly and quietly to lessons
- Respect the class environment books and equipment e.g. no doodling

11. Behaviour Interventions



Intervention & Support Pyramid



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

- in-class procedures
- communication with parents/carers
- 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
- 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)
- raising achievement
- support plans
- referral to the Nurture HUB -this is a department within school
- pastoral support plan
- respite days with another local provider

- AIM Board support panel
- offsite direction. 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.



12. Hands Off Policy

'Hands off' underpins our core value of respect whereby children have the right for their personal space to be respected by all. The purpose of 'hands off' is to stop pushing, jostling and play fighting. All of these cause students to feel unsafe in our school. Hands off generates a calm school where children can move around the corridors safely and play at break times in a safe manner.

The policy is to educate our young people how to interact in a non-physical and safe manner, it is not about sanctioning young people it is about educating them.

There may be instances when a sanction would need to be used, for example, on a busy corridor if a student deliberately pushes other students, this is clearly dangerous, the consequences system and associated sanctions would be used. There would also be a follow up session with the welfare lead about safe behaviour in school.

13. Outside of lessons

Outside of lesson times we expect students and staff 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 an appropriate 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 the 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 school dress correctly as set out in the School Uniform Policy.
- use the lavatory at designated break times and not during lessons unless expressly permitted by the class teacher.
- abide by the hands off policy to enable all students to be able to move safely and calmly around the site and in social spaces.
- model our core values of respect including courtesy and manners as well as respect for the school environment.
- 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 does not meet the high behaviour expectations 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

C1-3 Behaviour incident	Behaviour incident recorded on Edulink by a Welfare & Behaviour Lead/Pastoral Assistant/Head of Year/Key Stage Leader. The student will be issued a 1 hour detention if a C3 consequence is issued.	1-3
C4 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
C5: Internal Suspension	Recorded on Edulink by Admin Services	5
C6: Fixed Term Suspension	Recorded on Edulink by the Principal's PA	6

Behaviour outside of the school gates

At Ashlawn School we expect all our students to model their positive behaviours in the wider community as well as in school. This positive behaviours policy applies when students are on educational trips and visits or attending college.

Staff may also regulate students' behaviours in the wider community and not under the direct supervision of staff. Staff may instruct students when they are in school uniform if their behaviour does not meet the expectations of the positive behaviours policy and then sanction accordingly in school, for example, recording a fight in a park. The behaviour of students outside the school premises can also be considered as ground for suspension.

14. Staff Responsibilities

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 the policy is essential to ensure consistency of approach and to maintain excellent standards of behaviour and 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 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 ▪ Challenge and confiscate 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 and equipment everyday ▪ Consistently apply and adhere to the school behaviour policy and systems ▪ Monitor and address behaviour concerns as appropriate

	<ul style="list-style-type: none"> ▪ 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 and equipment in every lesson ▪ Consistently apply and adhere to the school behaviour policy and systems ▪ Monitor and address behaviour concerns through the consequences system ▪ 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
Heads of Faculty	<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 stair behaviours, directing faculty staff as needed ▪ Meet and greet students in faculty areas ▪ 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

15. 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 lesson 1 by 8.45am. Students who arrive late for school or lessons will have their late minutes accumulated and they will then sit a late detention on a Thursday night. 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.

16. 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

Lunch and Break times

- Students must remain on site during lunch and break
- 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

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
- All students who use a motorbike or car must have a valid licence 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 licence, 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.

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. Vapes and smoking paraphernalia will be disposed of by the school and the school police liaison officer will be informed of any intelligence surrounding this event.

17. Detentions

Legally detentions are one of the sanctions schools can use for inappropriate behaviour. The Education Act 1997 gives school legal backing to detain students after school on disciplinary grounds. All schools have a clear legal consent to detain students without the consent of the parent. This applies to lunchtime and after school detentions.

Detentions will take into account the following:

- any special educational needs
- any religious requirements
- whether a parent can reasonably arrange for transport home from school for students after the detention

At Ashlawn School

- Staff log detentions and the reasons for detentions, both lunch and after school onto Edulink.
- Lunchtime detentions; students go directly to the detention and are given time for lunch in the last 10 minutes of detention.
- Leaders are on a detention rota to support detentions.

- Where possible, staff are requested to come to the detention - lunchtime and after school to have a reset conversation with the student and to provide work for the student.
- The purpose of the detention is for students to catch up on lost learning due to inappropriate choices in lessons which may have become a barrier to progress of learning in the lesson.
- Late detention is held on a Thursday night and is a cumulative detention for minutes late to lessons/ school from the previous week. Work will be provided for the students to complete in core subjects and can be up to 120 minutes long.

After School Detention

- Students who do not attend their 1 hour detention independently will receive one reminder. If they still do not attend and the detention is missed for a second time, the student will be placed in internal suspension or off timetable, including a loss of social time and will remain in school until 4pm that day.
- Any 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 to enable the students to meet those expectations.
- If a student absconds, or refuses to attend the detention, the student will be placed in internal suspension the following day (9.00am – 4.00pm)

Lates detention

Students are expected to arrive on time to school each day and to individual lessons. If a student arrives later than 15 minutes late to a lesson (without a valid reason) then this will be treated as a truancy and a 60 minute detention will be set. All teachers will record them as late on the register along with the number of minutes late. These minutes will be added up over a week and students will be expected to make up this time on a Thursday after school up to a maximum of 120 minutes.

18. Suspensions and exclusion

Suspension of a student from the school is one of the most serious sanctions. (Please refer to the consequences pyramid) Suspensions from school will be recorded on the student's school record.

Internal Suspension

This is used if a student is in severe breach of the Positive Behaviours Policy. 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 is in line with DfE guidance [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#).

Students are prohibited from being on school property for a set number of days. In accordance with DfE statutory guidance (2017) it is the case that where an academy has concerns about a students behaviour, it should try to identify whether there are any causal factors and intervene early, in order to reduce the need for subsequent

exclusion. 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 fifth day of any fixed term exclusion of five days or over. A student may be suspended for a fixed period of one or more days; these periods of time will be based on individual student records and the findings of relevant investigations.

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 fixed term suspensions, this meeting will be attended by the student, parent/carer and appropriate members of the pastoral team. Repeat suspensions will include an Assistant Principal in the reintegration meeting. Should a student then be suspended more than three times, the Vice Principal will hold the reintegration meeting.

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 Positive 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.

Permanent Exclusion

A permanent exclusion involves the student being removed from the school. This policy is written in accordance with the TLET exclusions policy. <https://www.tlet.org.uk/assets/TLET-Exclusions-Policy.pdf> 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.

A decision to suspend or exclude a pupil will be taken only:

- In response to serious or persistent breaches of the academy's behaviour policy, **and**
- If allowing the pupil to remain in the academy would seriously harm the education or welfare of others. (TLET Exclusions Policy)

Vulnerable Students and Suspensions/Exclusions

Where a student has an EHCP, has a recognised special educational need, is a Child Looked After, is on a Child Protection plan, has a social worker or is classed as vulnerable, outside agencies may be involved in the decision making process. Initially students who have chosen to attend Ashlawn School accept the school's behaviour policy. Individual circumstances may need to be considered alongside the behaviour systems already in place.

Children who are looked after will not be permanently excluded without consulting first with the appropriate agencies to look for an appropriate alternative. The Academy will take into account the students special educational needs when considering an exclusion. The Principal will ensure that reasonable steps have been taken by the academy to respond to the students individual needs so the student is not treated less favourably due to their unique needs or disability.

Reasonable steps will include:

- Differentiation in the Academy's Behaviour procedures
- Developing strategies to prevent students unacceptable behaviour
- Requesting external support from an external agency with the pupil
- Staff training

Examples of types of behaviour which *may* lead to exclusion:

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

Monitoring by the AIM Board:

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

18. Mobile Phones and Emerging Technology

Years 7-11

Mobile phones should be handed into school at the gate to the students Head of Year, pastoral assistant or welfare lead. If a student chooses not to hand the phone in, the student accepts responsibility for the phone in case of loss, theft or damage. Mobile phones should be kept in the bottom of a school bag at all times. If a student is seen with their mobile phone the following happens:

- the phone is confiscated and taken to the Head of Year Office.
- admin services will contact home to tell parents the phone has been confiscated
- the confiscation is logged
- if a student has the phone confiscated for the second time a half term parents will be asked to come into school to collect the phone
- should a parent/carer not be able to collect it at this time, the school will store it safely until it can be collected.

Air pods/headphones are not permitted on site. The above process will be followed if a student is seen with air pods.

Sixth Form

Mobile phones/air pods/headphones are permitted to be used by Sixth Form students in Sixth Form areas only. These are the Sixth Form study hub, the designated Sixth Form area in the canteen during independent free periods, lunch and break times. Sixth Form use of mobiles are a privilege and staff will follow the above procedure should the mobile phone policy not be adhered to. During lessons teachers may ask students to use their phones. This is up to the individual teachers and how this supports the students' learning. Other personal technologies should only be brought onto site if there is an educational reason for doing so.

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. Please refer to the TLET policies for the complete CCTV usage policy.

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 consequence of poor choices, 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.

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
- 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)
- 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.

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 3.

Appendix 2: Incident Report

Student Name:	Date:
Who was involved?	
Did anyone else see/hear what happened?	
Where did this take place?	
Assigned to:	
What exactly happened? (Give as much detail as possible and continue on the back if necessary)	

Appendix 3: Prohibited or banned items:

Items banned by the school	Procedure after confiscation
<ul style="list-style-type: none"> · Mobile phones and emerging technology 	<ul style="list-style-type: none"> · Placed in admin services · First time student collection, parents emailed · Second time parental collection <p>(This applies to each half term)</p>
<ul style="list-style-type: none"> · Cigarettes; e-cigarettes; tobacco; filter papers, smoking paraphernalia 	<ul style="list-style-type: none"> · Disposed of by the school
<ul style="list-style-type: none"> · Energy drinks 	<ul style="list-style-type: none"> · Disposed of by the school
<ul style="list-style-type: none"> · Toys of any description 	<ul style="list-style-type: none"> · Returned to student at 3.20 pm on the day of confiscation except when it is part of an investigation
<ul style="list-style-type: none"> · Any item being sold by students without a permit or permission from the school 	<ul style="list-style-type: none"> · Items will be disposed of by the school and any monies donated to a charity the school is supporting.
Prohibited items	Procedure after confiscation
<ul style="list-style-type: none"> · Knives and other weapons 	<ul style="list-style-type: none"> · Handed over to the police
<ul style="list-style-type: none"> · Alcohol 	<ul style="list-style-type: none"> · Disposed of by the school
<ul style="list-style-type: none"> · Illegal drugs 	<ul style="list-style-type: none"> · Handed over to the police
<ul style="list-style-type: none"> · Other substances not believed to be controlled drugs 	<ul style="list-style-type: none"> · Handed over to the police
<ul style="list-style-type: none"> · Stolen items 	<ul style="list-style-type: none"> · Handed over to the police
<ul style="list-style-type: none"> · 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 	<ul style="list-style-type: none"> · Disposed of by the school or · Handed to the police if it is an illegal item or if an offence has been committed

Appendix 4: 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)
- 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.

Appendix 5: Internal Suspension

Internal suspension runs from 9.00 - 4.00pm, students in Internal Suspension should not arrive before this time. On arrival at school, students enter via the main pedestrian gate where they will be met by the member of staff supervising internal suspension at the start of the day. Work is provided by teachers for any student in internal suspension. Breaks and lunchtimes will be served in internal suspension.

Expectations:

When entering the room:

- Remove your coat and bag, place them in the box on your table
- Hand your phone to the Staff member in charge of IS. This will be returned to you at the end of the day.
- Sit quietly in your allocated seat
- Be polite and respectful in your actions, minimising disruption for others in the room

During lessons:

- Be respectful at all times
- Respect others and allow them to get on with their work without distractions
- Raise your hand if you have a question or if you need any help
- Complete all of your work, to the best of your ability.
- Only use the chrome books for accessing lessons, unless given permission to do otherwise

Food is only allowed at break and lunchtimes.

Consequences in Internal Suspension

- You will be reminded of the expectations
- Level 1 (L1) - given if you have continued choosing not to meet expectations after a previous reminder
- Level 2 (L2) - another member of staff will be asked to come to speak with you regarding your choices
- Level 3 (L3) - you will be removed from the room, this will result in a fixed term suspension and the day in internal suspension will be repeated on return following suspension

Timetable for the day (Internal Suspension):

9.00	10.05	Lesson 1	
10.05	11.15	Lesson 2	(with comfort break at 10.30)
11.15	11.35	Break time	
11.35	12.35	Lesson 3	
12.35	1.15	Lunchtime	
1.15	2.20	Lesson 4	(with comfort break at 1.30)

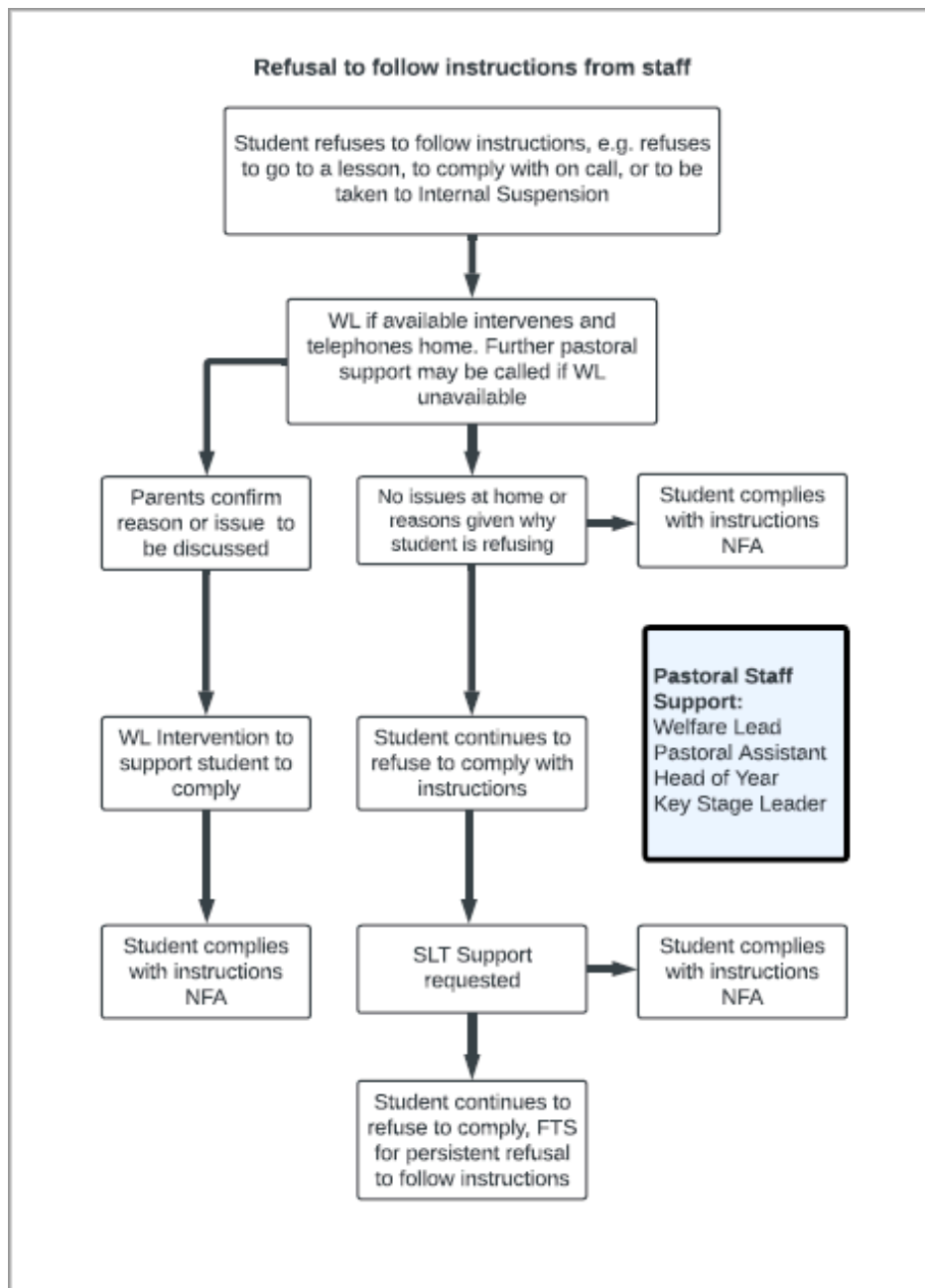
2.20	3.20	Lesson 5
3.20	4.00	Interventions (with comfort break at 3.30)

Appendix 6: The Hub

Students identified as having ongoing behavioural needs may be referred for Hub intervention and support, this is a targeted intervention over an agreed length of time.

The procedures outlined above will also apply to Refocus. Refocus is reserved for students with additional HUB provision in place and/or students being reintegrated following a fixed term suspension.

Appendix 7: Refusal to follow instructions flowchart



Appendix 8: Positive Handling Procedures

The school is committed to safeguarding and promoting the welfare of all children. All staff have been provided with training around trauma informed practice, de-escalation strategies, non-harmful, least intrusive methods of control and containment, using 'Positive Handling Academy' training. Key members of the pastoral team have additional training on additional using Positive Handling physical interventions where necessary and appropriate.

Definitions:

Control means either passive physical contact (standing between pupils) or active physical contact (leading a pupil by the hand or arm).

Restraint means to hold back physically or to bring a pupil under control. It is when staff physically prevent a pupil from continuing what he/she was doing when told to stop or when involved in a fight.

Non-restrictive physical interventions

Either where the child's movement is not restricted or where the child is held supportively but such that they will be released immediately should they so wish. (As already stated touch/physical contact is a small but important and natural part of teacher-pupil relationships in our school.)

Restrictive physical interventions

Prevent, impede or restrict movement or mobility.

Reasonable Force

Force is used either to control or restrain. Reasonable means using no more force than is needed. All members of school staff have a legal power to use reasonable force.

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
- restrain a pupil at risk of harming themselves through physical outbursts

How staff might intervene

When a restrictive physical intervention is justified, staff will use 'reasonable force'. This is the degree of force 'warranted by the situation'. It will 'be proportionate to the circumstances of the incident and the consequences it is intended to prevent'. Any force used will always be the minimum needed to achieve the desired result and for the shortest amount of time.

During an incident the member of staff involved will tell the pupil that his or her behaviour may be leading to restraint. This will not be used as a threat or said in a way that could inflame the situation. Staff will not act out of anger or frustration. They will try to adopt a calm, measured approach and maintain communication with the pupil at all times.

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/>