



Ash Manor School

Behaviour for Learning Policy

Governors' Committee Responsible:	Experience
Nominated Lead Member of Staff:	SLT lead for Behaviour
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Behaviour principles written statement

The Department for Education requires governing bodies of maintained schools to publish a statement of behaviour principles for their school. The Governing Body therefore has a duty to produce, and review, a written statement of general principles to guide the Headteacher in determining measures to promote good behaviour and discipline amongst students.

At Ash Manor School we believe that good behaviour is essential to allow all of our students to achieve their full potential and is fundamental to success in the classroom for both students and teachers. Good behaviour promotes effective learning; effective teaching and learning promote good behaviour.

A disciplined environment provides students with a sound framework from which to develop their own standards and values. It also prepares students for the world of work. Furthermore, no student should be allowed to behave in a manner which adversely affects the learning opportunities of others.

Students learn best in a safe and purposeful environment. This can be achieved when expectations of learning and behaviour are high and consequences are made explicit and applied consistently. We view as essential a system of rewards for good or improving behaviour and sanctions where standards fall below an expected level. Above all, positive relationships with and between students, created by an emphasis of rights, respect and responsibility, are the key to positive behaviour.

The self-esteem of all students is enhanced by praise, reward and celebration. We believe in a culture of inclusion, equal opportunities and respect for all members of our community and in the importance of self-discipline and self-esteem. Discrimination in any form will not be tolerated.

We recognise that some students with challenging emotional or behavioural needs may require additional support to achieve the expected standard of behaviour. The behaviour for learning policy acknowledges the school's legal duties under the Equality Act 2010, in respect of safeguarding and in respect of students with special educational needs (SEND).

The School has a behaviour policy which is easily understood by our students and their parents or carers and the staff. We believe that students' behaviour should be monitored and that their parents or carers should be kept informed. The Governors and the Senior Leadership Team of Ash Manor School are committed to maintaining high standards of behaviour in school and will support school staff, parents and students in doing so.

Aims and Objectives

Ash Manor School is committed to providing an excellent educational experience for its students in a safe, orderly and nurturing environment. In order to fulfil this, we firmly believe that staff, students and parents must work together in a three way partnership.

Within this partnership, each stakeholder has particular rights and responsibilities.

All members of staff have a responsibility to implement the behaviour for learning policy when dealing with incidents of unacceptable behaviour. Teachers have a responsibility to plan and deliver effective lessons which engage learners and help them to make progress. Teachers have the right to deliver these lessons as planned without disruption.

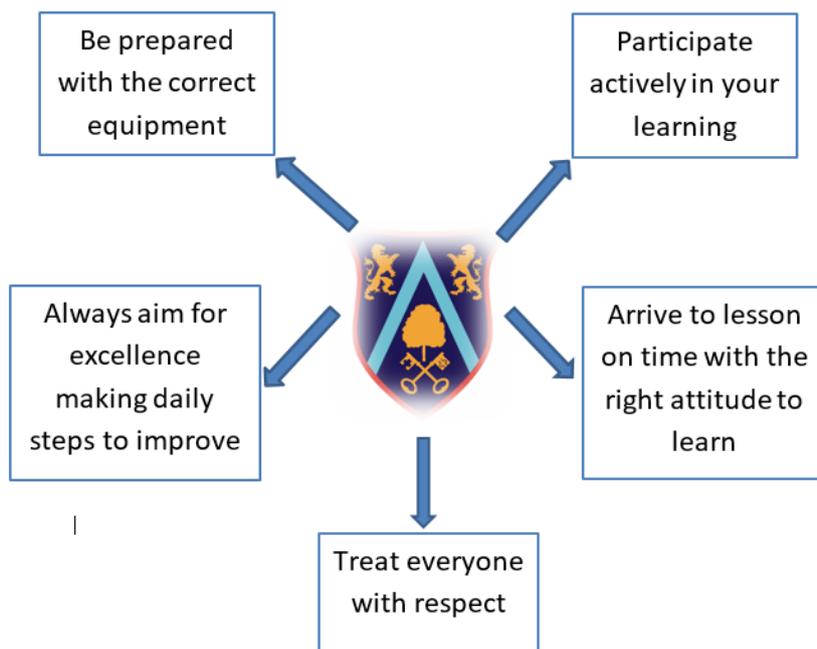
Students have the right to receive an education which helps them to achieve and prepares them to lead fulfilling lives after school. Students have a responsibility to make the most of the learning opportunities provided for them and to ensure that their behaviour does not interfere with the education of other students, or undermine the safety or well-being of others.

Parents and carers have the right to send their child to a school where they will receive an effective education which prepares them for life. Parents and carers have a responsibility to send their child to school and do all they can to ensure their child makes the most of the education offered to them and support the school in the implementation of its policies.

Ash Manor Student 5

Our Student Leadership Team have devised and monitored their own 'Ash Manor 5' describing the behaviour for learning that they expect from each other. These are:

The Ash Manor Student 5



Recognising and celebrating positive behaviour

As a school we expect teachers to issue rewards as often as possible in order to “catch students doing the right thing”. Students can be awarded praise points for various aspects of their schooling, from demonstrating the Ash Manor core values, producing a fantastic piece of work or by making excellent contributions in class.

We also use:

- Verbal praise
- Phone calls to parents
- Emails or letters home
- Praise postcards
- Public display of work
- Gold, silver and bronze badges for praise points earned
- Core values badges awarded for consistently doing the right thing

At the end of term there will be a Head of House rewards assembly and Celebration Assemblies where positive behaviour, effort, progress and attendance will be recognised.

Parents / Carers

At Ash Manor School we strongly believe in the power of working in close co-operation with parents. We work hard to involve parents in supporting their child’s behaviour and staff will contact home with any concerns regarding student behaviour. If a parent requests to speak with a member of staff about any concerns regarding their child we expect that staff return this call within 24 hours.

Sanctions

We recognise that sometimes students let themselves down and we use carefully measured sanctions to reinforce our expectations. Any sanctions are used fairly and consistently, with each student understanding the reason for its imposition. The sanctions procedure will be adopted whenever a student fails to follow the school rules or rules for classroom behaviour. To allow a students to perpetuate poor behaviour is a disservice to both the school and to the student and it is therefore essential that only positive behaviours are encouraged.

Classroom teacher	<p>Verbal warning</p> <p>Speak to an individual discreetly about expectations</p> <p>Point out the appropriate behaviour</p> <p>Use their name</p> <p>Move them away from the problem.</p> <p>Cooling off time for a <u>few minutes</u> outside of the room.</p> <p>Detention up to 30 minutes at break/lunch, or after school</p> <p>Contact parents</p> <p>Speak to the student using restorative approaches</p> <p>Remove the student from the lesson using the department safe room system (HOD issue 45 minute Detention as a result)</p>
HOD	<p>Speak to the student using restorative approaches</p> <p>45 minute detention</p> <p>Contact parents</p> <p>Arrange and conduct a meeting with a parent</p> <p>Department report</p> <p>Department isolation</p> <p>Review teaching groups to consider if a change of class is appropriate or possible</p>
HOH	<p>Speak to the student using restorative approaches</p> <p>HOH 60 minute detention</p> <p>Contact parents</p> <p>Arrange and conduct a meeting with a parent</p> <p>Report for effort/behaviour (tutor or HOH)</p> <p>Community service</p> <p>Consider referring to an external agency</p> <p>Behaviour support plans or consider if a CAF is appropriate</p> <p>Liaise with Tutor/HOD/SENCO to discuss possible solutions</p>
SLT	<p>SLT report</p> <p>SLT detention (90 minutes)</p> <p>Meeting with parents</p>
Headteacher	<p>Headteacher's report</p> <p>Headteacher's detention (90 minutes)</p> <p>Meeting with parents</p>

Restorative approaches

Restorative approaches, inspired by the philosophy and practice of restorative justice, put repairing harm done to relationships and people over and above the need to assign blame and dispensing punishment. We will often use this to resolve issues.

Students out of lesson

At Ash Manor School we believe that students will make the most progress if they are in lessons. To this aim we try to minimise the number of opportunities for students to be out

of lessons. We encourage students to use the toilets and get drinking water at the appropriate junctions in the school day. If students do have to come out of lessons for any reason they are issued with a staff out of lesson pass. Internal truancy will result in a Headteacher's detention.

Detentions

Detentions will be issued to students who do not meet expectations. Parents will be informed of detentions through email, text or phone call. If a student misses a detention, it will be appropriately escalated and this will be communicated to parents.

369 Lates Programme

Lateness is monitored each day by student reception, attendance officers and the house team. A break time detention is set for students who are late to school.

Students with multiple lateness in a half term receive further sanctions as detailed below.

- 3 Lates in one half term: Tutor phone call home and a HoH Detention
- 6 Lates in one half term: Attendance officer and tutor to meet with parents & student and SLT detention
- 9 Lates in one half term: SLT and HoH to meet with parents and HT detention

Reports

Students may be placed on report to allow us to monitor aspects of their behaviour and progress.

Type	Monitored by	Reason
Department	HOD	Behaviour or progress is not meeting expectations
Positive Tracker	Tutor	As above but across a number of subjects
HOH Report	HOH	Failure to meet targets of Positive Tracker or due to numerous behaviour points
Leadership Team	Leadership	Failure to complete HOH report to required standard. Return from fixed term exclusion
Headteacher's Report	Headteacher	Continued failure of previous reports or sanctions put in place

Isolation

A student may be isolated whilst an investigation into a serious incident takes place or for another reason deemed appropriate by the pastoral team. Isolation will be used if a student has not attended a Headteacher's detention. Students will be expected to complete the detention, in addition to isolation. During isolation a student's mobile phone must be handed to a member of staff (please see Social Media and Technology policy). During isolation students will not have access to the school canteen and must bring a packed lunch to school. Any student in receipt of Free School Meals will be provided with a lunch.

Onsite provision

The purpose of The Bridge is to reintegrate students back into mainstream education and to offer various nurture facilities. Students are not allowed to attend the Bridge without prior arrangement.

Provision that is offered consists of:

- Support student return from fixed term exclusions
- Self-esteem building
- Anger management
- Support to understand and stop self-harming
- School refusers – support to return to the learning
- Counselling
- Mentoring
- Admissions

Alternative provision

Alternative Learning Centre (40 Degrees):

- Offsite small group/one to one provision
- Other local secondary schools
- Students will be placed in their isolation units

The Headteacher may decide to redirect the provision of a student in order to support their education.

Behaviour Support Plan

A student may be placed on a behaviour support plan which will consist of immediate sanctions on the same day that the behaviour incident has occurred.

If a student is placed on the behaviour support plan a meeting will be held between the Head of House, the student and the parent/carer. All parties will sign an agreement stating that the student may be kept on-site, in detention, for up to two hours on any given day as a

sanction for incidences that may have occurred throughout the school day. During these detentions staff will come and have restorative conversations with the students about what has happened with the view to helping students' reflect on their behaviour.

Malicious accusations against staff

The school recognises that there may be occasions when a student needs to raise issues about the actions of a member of staff and has procedures for dealing with concerns. However, where the allegation is clearly one of malicious intent or fabrication, the school will issue an appropriate sanction, which may include temporary or permanent exclusion, as well as referral to the police if there are grounds for believing a criminal offence may have been committed.

The school will also take seriously inappropriate use of technologies, including mobile and social networking sites, which are targeted at members of staff.

Exclusion

Exclusion is used as a last resort and is the Headteacher's decision. When a student is excluded it is the legal responsibility of the parents to ensure their child is not seen in public during school hours. Work will be provided by the school for the student to complete whilst excluded.

Below is a list of what would constitute grounds for a student to be excluded from school. This list is not exclusive and includes the use of social media. The Headteacher reserves the right to exclude a student for behaviour which is not detailed on this list.

<p>Physical assault against a student or adult Fighting Violent Behaviour Wounding Obstruction or jostling</p>	<p>Verbal abuse/threatening behaviour against a student or adult Threatened violence Aggressive Behaviour Swearing Abuse and/or harassment based on any protected characteristic Verbal intimidation Carrying an offensive weapon</p>
<p>Bullying Verbal bullying Physical bullying Homophobic bullying Racist Bullying</p>	<p>Racist abuse Racist taunting and harassment Derogatory racist statements Swearing that can be attributed to racist characteristics Racist bullying Racist graffiti</p>
<p>Sexual Misconduct Sexual abuse Sexual assault Sexual harassment Lewd behaviour Sexual bullying Sexual graffiti</p>	<p>Drug and banned substances Possession of illegal drugs Inappropriate use of prescribed drugs Drug dealing Smoking Alcohol abuse Substance abuse</p>
<p>Damage Includes damage to school or personal property belonging to any member of the school community Vandalism Arson Graffiti</p>	<p>Theft Stealing school property Stealing personal property (student or adult) Stealing from local shops Selling and dealing in stolen property</p>
<p>Persistent disruptive behaviour Challenging behaviour Disobedience Defiance Persistent violation of school rules</p>	<p>Social Media/Technology Use of device to take pictures of another student Use of social media to bully or post inappropriate messages about a student or adult Negative display of school on social media Please see Social media/technology policy for more detailed info.</p>
<p>Other Includes serious incidents which are not covered by the categories above.</p>	

Uniform

Uniform	PE Kit
<ul style="list-style-type: none"> • Blazer (Black with blue braid and Ash Manor logo) only available from the official school suppliers • Long or short sleeve blue shirt, must be tucked in and done up to the collar • House tie only available from the official school suppliers • Jumper (Black with blue trim) only available from the official school suppliers • Black trousers with AMS embroidery only available from the official school suppliers • Black skirt with AMS embroidery only available from the official school suppliers • Black shorts with AMS embroidery only available from the official school suppliers • Plain black belt with plain, non-branded buckle • Black socks, must be below the knee or black opaque tights (not patterned) – socks or tights must always be worn • Polishable black shoes <p><u>Footwear</u> Everyone is expected to wear polishable black shoes. These should be of a suitable style to aid safety on crowded stairs and corridors. Heeled shoes must not exceed 5cm. Winter boots may be worn to and from school in inclement weather, but a change to normal footwear will be needed for lessons as soon as students arrive on site. Sports trainers may only be worn for PE lessons or for games activities at lunchtime only.</p>	<ul style="list-style-type: none"> • Pro-tec Rugby top (optional but recommended) • Vapour polo shirt • Skins/Baselayer or sports thermals (optional but recommended) • Milan shorts (Skort – optional) • Falcon – Navy with white piping Training Tracksuit Bottoms (Optional) • Falcon ¼ zip Navy and white piping Training Mid Layer (optional) • Sports Trainers / Football Boots • Cuatrao Fleece (optional) • Coolmax Socks (White sports socks optional for summer term) • Shinpads are recommended to be worn for football • Gumshields are recommended to be worn for rugby • Sports Trainers are required for all PE lessons and must be suitable for indoor as well as outdoor work. They must be of a design that offers proper support to the feet. Thin canvas footwear such as ‘Converse’ boots offer no support or protection and should not be worn. All trainers must be of a type that can be securely tied for safety • Football Boots – these need to have rounded plastic moulded studs to be used on the 3G pitch (these can be worn for any activity on the 3G pitch) • Excusal – if students are excused from PE they must provide a note of excusal and are still required to get changed into their PE kit so they can take an active part in the lesson through a coaching or officiating role. • Towel (optional)
<p><u>Jewellery / Make-Up / Tattoos</u></p> <ul style="list-style-type: none"> • Jewellery should not be worn in school, other than an inexpensive watch, one signet ring and one small stud in each lobe. 	

- Earrings, nose rings/studs, tongue studs, eye-brow studs or any visible body piercings are unacceptable.
- No responsibility is accepted for jewellery which is lost or stolen and all jewellery is forbidden during practical lessons and PE. The taping of earrings or other piercings is not permissible.
- Clear nail varnish only is acceptable. No false / acrylic / gel nails are permitted.
- No false eyelashes of any description are permitted.
- The wearing of make-up is not permitted.
- No tattoos are allowed in accordance with the Tattooing of Minors Act 1969.

Hairstyles

- Hair has to be tied off the shoulders when required for safety reasons. No hairstyles reflecting passing trends, eg shaving all or part of the head, lurid or unnatural or extreme colouring etc.
- No tramlines
- Hair accessories must be black
- Hijabs must be black

Outdoor Weather

- Students should wear suitable outdoor wear in inclement weather
- No hoodies or sweatshirts are permitted.

Mobile Phones / Headphones

- Electronic devices, including mobile phones and headphones, etc., may only be used during non-lesson time, unless directed to do so by a teacher – items will be confiscated if used inappropriately. If items are brought into school, the school will not take the responsibility for their safety or security.
- Any confiscated student items can be collected at the end of the school day from the Finance Office.

Uniform should be bought from our authorised suppliers:

LinkUP Ltd, Unit J Holder Road, Aldershot, Hampshire, GU12 4RH
Tel: 01252 343127, Email: admin@linkupltd.com

Phoenix of Ash Ltd,
3 The Courtyard, 248 Shawfield Road, Ash Vale, Surrey, GU12 5DJ
Tel: 01252 377519

Students who are not in the correct uniform will be sent to Student Reception to borrow any item they need for the day. This must be returned at the end of the day.

Students may be isolated for non-compliance with the uniform policy.

If a student is unable to comply with any aspect of our uniform policy because of a medical issue then a doctor's note must be provided.

Equipment

Students must come to school prepared and ready to learn. Possession of the following items is required and essential:

- protractor
- a pair of compasses
- scientific calculator*
- pens
- pencils
- ruler
- highlighters

*A recommended scientific calculator can be ordered through the school, engraved with your child's name and the school logo.

Social Media/Technology Policy

This policy should be read in conjunction with the e-safety policy.

Responsibilities of students and parents:

- Students must abide by the guidelines within this policy. Students are responsible for keeping their phone safe and the school cannot accept responsibility for loss or damage
- It is a parent's responsibility that they support their child to use a mobile phone/device in a safe and lawful way that does not disrupt the effective operation of the school or impair learning
- Parents should be aware that in cases of emergency during the school day, communication with their child must be via our reception (and not via their child's mobile phone), so that the message can be relayed in the most appropriate way
- It is the responsibility of parents to ensure their child's phone is free from illegal material and control their use of social media

Uses:

- Mobile phones must be switched off and kept out of sight during all lessons
- Headphones and other electronic devices are not permitted in lessons
- At the discretion of the teacher, a mobile phone or headphones may be used within a lesson if there is a clear educational benefit

Unacceptable Uses:

- Mobile phones, or other electronic devices, will be confiscated if seen or heard by staff in lessons
- Taking photographs, filming or making audio recordings is not permitted on the school site. If a student is seen doing so, then the phone will be confiscated and the offending material must be deleted in the presence of a member of staff. However, these activities may be undertaken for a specific educational purpose, with the express permission of a member of staff
- Mobile phones should not be used in toilets or changing rooms, or in any way that might cause embarrassment or discomfort to others. If this is identified then further sanctions will be applied and may result in the matter being reported to the police
- Mobile phones must not be used to bully or threaten other students. If this is identified then further sanctions will be applied and may result in the matter being reported to the police
- Students must ensure that their phones do not hold inappropriate or unlawful content (including violent, racist, homophobic, pornographic or extremist material). If this is identified then further sanctions will be applied and may result in the matter being reported to the police
- Mobile phones are not permitted in public and school examination venues. Failure to follow this may result in the student being reported to the exam board in line with JCQ regulations
- If a student is in isolation then their mobile phone must be turned off and handed to a member of staff. Students will be given their mobile back when they have completed their isolation. Failure to comply with this rule or a mobile phone being found later on a student, will result in the sanction being escalated

Home School Agreement

Success through Partnership

In Ash Manor School we recognise that the partnership between home and school is vital for children's success. This agreement underpins our expectations of each other during our time together.

The Students Agreement

I will:

- Behave as school expects
- Be caring, polite and helpful
- Show respect to others
- Work hard and always strive to do my best
- Wear the proper uniform with pride
- Bring all the equipment that I need every day
- Complete and return my home learning on time
- Care for the school and its surroundings

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- Participate in a range of activities outside the classroom
- Support the school's approach to online safety and conduct myself online as I would in person.

The Agreement of Parents and Guardians

Our family will:

- Make sure my child arrives on time
- Make sure my child attends regularly
- Make sure my child wears the full school uniform and has the correct equipment and PE kit
- Attend parent teacher meetings and take part in other school activities
- Ensure that my child is supported to complete home learning tasks
- Support all of the school's policies and guidelines
- Be mindful of the Attendance Policy, ensuring that family holidays are not taking during term time
- Let the school know about any changes, problems or concerns that might affect my child's work, behaviour or happiness
- Support the school's approach to online safety and ensure that myself and my child conduct ourselves online as we would in person

The School's Agreement

The School will:

- Be open and welcoming
- Provide a safe and stimulating environment
- Meet the emotional and moral needs of all children
- Inform parents of the progress and attainment of their individual children and contact them if there any concerns about this or about behaviour, attendance or punctuality
- Encourage all children to do their best at all times and provide additional support and nurture when necessary
- Support children to become responsible, mature and independent
- Inform parents of all general schools matters and policies
- Inform parents of school events and encourage and welcome parents to take part
- Set home learning tasks and provide feedback, as appropriate to each subject
- Provide a broad and balanced curriculum to meet the needs of all children

Parents Signature:

Date:

Students Signature:

Class:

Date:

Headteacher's Signature:

Date:

Anti-Bullying

At Ash Manor we aim to provide a safe, caring and friendly environment for all our students to allow them to learn effectively, improve their life chances and help them maximise their potential.

We expect students to feel safe in school, including that they understand the issues relating to safety, such as bullying and that they feel confident to seek support from the school should they feel unsafe.

Ash Manor School is committed to:

- Providing a caring, friendly and safe environment where no type of bullying is tolerated
- Providing a programme of education where all students are encouraged to develop respect for themselves and others
- Providing guidelines for staff which are clear and consistent
- Implementing a structured discipline system
- Developing a system which supports both the victim and the bully
- Work with parents and external agencies where necessary to overcome the difficulties
- Recognising that bullying is serious and will be dealt with fairly by all adults in the School

What is Bullying?

Bullying is the use of aggression with the intention of hurting another person. It is repeated over a period of time and causes pain and distress to the victim. It can be:

- Emotional - being unfriendly, excluding, tormenting
- Physical - pushing, kicking, hitting, punching or using any other form of violence
- Racist - racial taunts, graffiti, gestures
- Sexual - unwanted physical contact or sexually abusive comments
- Homophobic - because of, or focusing on the issue of sexuality
- Verbal - name-calling, sarcasm, spreading rumours, teasing
- Disability - discrimination on grounds of differences

Types of Bullying

Bullying may take several forms:

- Verbal - cussing, name-calling, threats and spreading rumours
- Gestures - dirty looks, blanking, offensive or intimidating gestures
- Physical - violence towards another student
- Extortion - forcing victim to give money or possessions, buy food
- Exclusion - deliberate exclusion or making student feel unwanted

- Written - notes, e-mails, text messages, negative written communications
- Cyber - text / email / Skype / Social Media Platforms

Procedures

It is important that all allegations of bullying are taken seriously, thoroughly investigated and steps are taken to ensure that the situation is not made worse and that there is no reoccurrence.

When an incident of bullying is reported:

- The student will be asked to write a full account
- Tutors and Head of House will be informed
- Incident will be fully investigated, students interviewed and statements taken
- If possible a restorative meeting will take place between the students, to allow opportunity for the victim to express their feelings and the bully to show remorse
- Sanction in line with the School Behaviour Policy should be decided by the Head of House and/or Assistant Headteacher in charge of Behaviour. In serious cases the Headteacher may also be involved where exclusion is deemed appropriate
- Ensure victim is aware of sanctions that have been imposed and is happy that the situation is resolved
- Parents of both sides will be informed
- Both Victim and Bully may need further support to ensure that the situation is fully resolved and does not reoccur
- Situation will be monitored to ensure that it has been finally resolved

Confidentiality cannot be guaranteed. Parents of both parties may need to be contacted or external agencies need to be involved.

Anti- Bullying strategies

Anti- Bullying strategies used both as part of the curriculum and across the whole school include:

- PSHE
- PD Days
- Parental meetings
- Specific curriculum input on areas such as cyber bullying and internet safety
- Student voice
- Peer mentoring schemes
- Student Leaders
- Staff training and development
- Restorative justice

How to Identify Bullying

Students may not always be willing to disclose when bullying is occurring. If a member of staff suspects that a student is being bullied, they should report this concern to the Tutor/ Head of House. Signs to be aware of are:

- Early signs of distress
- Deterioration of work
- Unnecessary appointments with Welfare Officer
- Isolation
- A desire to remain with adults
- Erratic attendance or punctuality
- Increased absence or lateness
- Truancy
- Marked changes in personality

It is important that ALL incidents of bullying are taken seriously and are dealt with sensitively and effectively. If there is any doubt at all staff should seek support.

How children report bullying

Students have a number of ways that they can report of bullying incidents:

- Telling a the tutor, Head of House, or Assistant Head of House
- Informing parents who can then contact school

Recording Bullying and evaluating the policy

Bullying incidents will be recorded by the member of staff who deals with the incident and this will be stored on the SIMS behaviour log and the CPOMS safeguarding system if deemed necessary.

The information stored will be used to ensure individual incidents are followed up. It will also be used to identify trends and inform preventative work in school and the development of the policy.

Information logged will be monitored to help identify victims of bullying, racist and homophobic incidents. The school runs behaviour reports to identify trends.

The policy will be reviewed and updated whilst being linked to the School Raising Achievement Plan, working towards a more inclusive ethos across the school community.