ASHBY SCHOOL

BEHAVIOUR AND DISCIPLINE POLICY

Title of Policy	Behaviour and Discipline
Date of adoption	Spring 2014
Originator	Andrew Binns
Date of review	Autumn 2018
Additional information	This policy should be read in conjunction with the DCFS publication Improving Behaviour and Attendance: Guidance on Exclusion from Schools and Pupil Referral Units (September 2008) and Ashby School Exclusion Policy.

Ashby School

Behaviour and Discipline Policy

Principle

Ashby School is committed to creating a learning environment that allows every child to fulfil their potential. It is the right of every child to feel safe and confident in the classroom. Disruptive behaviour or bullying is not tolerated as they affect the education of all students in the learning environment.

This policy tackles unacceptable behaviour with immediate consequences for actions. The system is consistent and fair to all students

Aims and Objectives

- To create a calm and purposeful atmosphere around the school.
- To create a learning environment that allows every child to achieve their potential.
- To enable every child to feel safe within the environment.
- To develop a consistent response to behaviour issues.
- To prevent continual low level disruption that over time has a dramatic effect on learning.
- To have clear consequences for actions that is fair and understood by all students and staff.
- To have a rapid response to remove students from a situation to stop poor behaviour escalating. This will calm the situation down, allow the student time for reflection and allow the rest of the group to carry on with the lesson without distraction.
- To ensure no student feels intimidated by others and under threat from physical or verbal abuse.

Process

The system runs by electronically recording incidents of inappropriate behaviour A full list of codes is available on the school intranet home page.

All points are recorded centrally and processed daily. The points build to trigger actions, these include:
- Interview with tutor
- House manager meeting
- Use of report card
- After school detention

- Removal to a sixth form lesson
- Parental contact via email, phone or letter
- Interview with Year Tutor/House Manager
- Parental interview in school
- Late school 3.15-5.15
- Time in isolation
- Interview with Assistant Headteacher
- Fixed Term Exclusion

The different structural pathways are available on the school intranet home page. After school detention runs on a Monday and Thursday 3.05pm and 4.15pm. Parents are notified at least 24 hours before the detention is due to take place.

Staff

- If a student demonstrates unacceptable behaviour they are given a verbal warning by their teacher. After that, the teacher will use C1, C2 or C3 depending on the level of disruptive behaviour shown by the student. At all stages of the system the teacher will aim to resolve the issue and allow learning to carry on.
- If the behaviour of the student does not improve then the teacher may ask for the student to be removed by either faculty leadership or the year team.

Monitoring

- At the close of each day all codes entered are processed.
- A referral report is generated that shows all students who have triggered an action. This is used by the Form tutor, Year Tutor, House Manager or Head of Faculty to identify students that need to be interviewed to discuss their behaviour.
- A daily email is sent to all form tutors so that they can discuss issues with the students in their form.

The overriding objective of all the monitoring is to rapidly identify unacceptable behaviour by students then work together as Teachers, Tutors, Heads of Faculty and the Year Team to support the students in modifying their behaviour and focussing on learning.

Serious Incidents

Serious incidents may require the need of a different form of consequence. Ashby School operates an internal isolation room that can be used for more serious or

repeated offences and if the headteacher believes that the incident is extremely serious then the school will follow the exclusion policy.

Evaluation

Detailed analysis of all codes entered is carried out each week. This is used to:

- Analyse the trends in codes.
- Identify decreased or increased incidents of a particular behaviour.
- Monitor staff use of the system and identify classes that may need additional support.
- Develop teaching and learning strategies that can be shared.

This system is not a means of controlling students; that comes from good classroom teaching and management. It is a system that introduces consistency across the school with clear consequences for actions. The students and staff know where they stand so confrontation has been removed from the classroom environment. The system is reviewed annually and adjustments made to reflect the changing school picture.