

Behaviour Policy

DOCUMENT INFORMATION – FRONT SHEET

Please note – the generic policy will be published on the Trust website with a School specific policy published on the individual School Website. Physically printed copies of this policy may be out of date. For the most up to date policy please go to the School Website.

POLICY DETAILS

POLICY OWNER/AUTHOR	NEW POLICY	CURRENT POLICY - REDRAFT/AMENDMENTS	
Lara Hall – Director of School Improvement	Yes	No	

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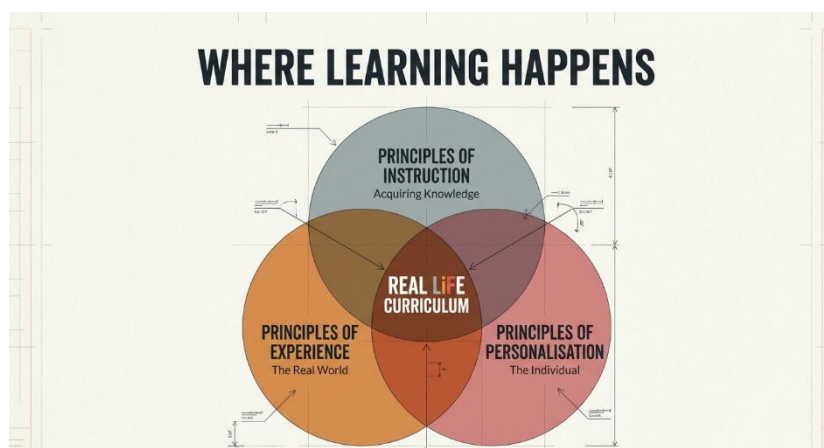
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NAME OF LIFE MAT SCHOOL	Ashby School		

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LIFE MAT APPROACH

At LiFE MAT, our policies are anchored in our vision where every learner is empowered to thrive and develop agency through a steadfast commitment to equity. Our approach is operationalised through our Real LiFE Curriculum, which integrates the Principles of Instruction, Experience, and Personalisation to cultivate the diverse strengths and passions of each learner.



1. Our Approach to Behaviour & Culture

a. Purpose

- This policy sets out the LiFE Multi Academy Trust approach to behaviour, culture, belonging and mattering.
- It establishes the principles, expectations and systems that support all schools across LiFE MAT to create safe, inclusive and ambitious learning communities where every learner can thrive.
- The policy reflects LiFE MAT's commitment to Equity, Agency and Every Learner Thriving.
- Whilst individual schools may implement systems and routines appropriate to their context, all schools are expected to operate within the principles outlined within this policy.

b. Our Vision

- At LiFE Multi Academy Trust, we believe that behaviour and culture are fundamental to learning, belonging and success.
- Our approach is built upon three core commitments:

Equity

- We recognise that fairness is not always sameness.
- We seek to understand individual needs, experiences and barriers so that every learner has the opportunity to succeed. We maintain high expectations for all learners whilst making reasonable adjustments and providing appropriate support where required.

Agency

- We want learners to develop the knowledge, skills and character to make positive choices, take responsibility for their actions and contribute positively to their communities.
- Behaviour is not something that is done to learners; it is something we develop with them.

Every Learner Thriving

- We believe that every learner deserves to feel safe, valued, known and successful.
- Our behaviour and culture approach seeks to create environments where learners experience belonging, participate fully in school life and achieve their potential.

c. An Ethic of Care

- The LiFE approach to behaviour is rooted in an Ethic of Care. Our aim is not simply to sanction poor behaviour but to teach, restore relationships and enable future success.
- We believe:
 - Behaviour is a form of communication;
 - Relationships matter;
 - Every learner deserves dignity and respect;
 - Connection and belonging are essential foundations for learning;
 - High expectations and compassion are complementary principles;
 - Learners should be supported to take responsibility for their choices;
 - Mistakes provide opportunities for learning, reflection and growth;
 - We seek to understand the causes and function of behaviour so that we can teach and support learners to manage it successfully;
 - Learners are most able to thrive when they feel safe, seen, valued and that they belong;

- We recognise that developing learners' social and emotional skills, self-awareness and self-regulation is an essential part of developing agency;
- We seek to understand behaviour, not excuse it.
- When behaviour falls below expectations, adults seek to:
 - Understand;
 - Support;
 - Teach;
 - Restore;
 - Hold accountable;

d. Consistency Through Equity

- LiFE MAT believes in consistency through equity.
- We apply clear expectations across our schools so that learners experience predictable and safe environments.
- However, consistency does not mean identical responses in every circumstance.
- When responding to behaviour, schools will take account of:
 - age and stage of development;
 - special educational needs and disabilities;
 - safeguarding considerations;
 - mental health and wellbeing;
 - individual vulnerabilities;
 - context and contributing factors.
 - expectations remain consistent. Support and responses may be adapted through an equitable approach to ensure fairness, inclusion and compliance with statutory duties.

e. The LiFE Learner

- Learners are supported to make informed choices, solve problems, reflect on mistakes and increasingly take ownership of their behaviour and learning.
- Our behaviour and culture approach seeks to develop learners who:
 - take responsibility and accountability for their choices and actions;
 - develop increasing independence, self-awareness and self-regulation;
 - engage actively in learning;
 - demonstrate respect for themselves and others;
 - contribute positively to their communities;
 - show resilience when faced with challenge;
 - reflect on mistakes and repair harm where relationships have been affected;
 - advocate for themselves and others;
 - demonstrate readiness to learn and participate fully in school life.

f. Relationships Matter

- Positive relationships sit at the heart of our behaviour approach.
- All staff are expected to:
 - build positive and respectful relationships with learners;
 - model the behaviours and attitudes expected of others;

- use calm, professional and respectful language;
- maintain positive regard;
- promote belonging and inclusion;
- seek to understand before seeking to sanction;
- support learners to regulate, reflect and repair.
- facilitate appropriate repair and provide opportunities for a genuine fresh start following incidents.

g. Recognition and Belonging

- LiFE schools recognise and celebrate positive contributions to school life.
- Recognition may include praise, achievement systems, leadership opportunities, communication with home, celebration events and school-specific approaches.
- Recognition should reinforce effort, contribution, improvement, character and achievement, helping learners to feel valued and connected to their school community.
- Recognition should be applied equitably rather than identically, recognising that different learners may value different forms of recognition.

2. Legislation, statutory requirements and guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:

- Behaviour in schools: advice for headteachers and school staff
- Searching, screening and confiscation: advice for schools
- The Equality Act 2010
- Keeping Children Safe in Education
- Suspension and permanent exclusion from maintained schools, academies and student referral units in England, including student movement
- Restrictive interventions, including the use of reasonable force, in schools
- Supporting students with medical conditions at school
- Special Educational Needs and Disability (SEND) Code of Practice
- Sharing nudes and semi-nudes: advice for education settings working with children and young people

In addition, this policy is based on:

- Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy, and paragraph 10 requires the school to have an anti-bullying strategy
- DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy

This policy complies with our funding agreement and articles of association.

3. Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of child-on-child abuse, including but may not be limited to:
- Bullying

- Abuse in intimate personal relationships between children
- Physical abuse
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as sexual comments, physical behaviour, and online sexual harassment
- Causing someone to engage in sexual activity without consent
- Upskirting
- Initiation/hazing type violence and rituals
- Misogyny/misandry
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited/banned items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - E-cigarettes or vapes
 - Fireworks
 - Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the student)

4. Bullying

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence

TYPE OF BULLYING	DEFINITION
Prejudice-based and discriminatory, including: ● Racial ● Faith-based ● Gendered (sexist) ● Homophobic/biphobic ● Transphobic ● Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, sharing of nude or semi-nude images and/or videos (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video), or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

Further details can be found on our anti-bullying policy.

5. Roles and responsibilities

5. The governing board

5.1

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

5.2 The headteacher

The headteacher is responsible for:

- Ensuring this policy is implemented following approval by the trust board
- Providing information on local arrangements to this policy in line with the LiFE MAT approach to Behaviour & Culture.
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of students
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all students to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy

- Ensuring this policy works alongside the safeguarding policy to offer students both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of students are being disproportionately impacted by this policy (see section 13.1)

5.3 Staff

Staff are responsible for:

- Creating a calm and safe environment for students
- Building positive, professional relationships with students.
- Establishing and maintaining clear boundaries of acceptable student behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with students
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular students
- Recognising hidden stressors for vulnerable students, such as young carers or looked-after children, to ensure empathetic and supportive responses to their behaviour
- Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- Using de-escalation techniques and positive behaviour management strategies to try to minimise and prevent the need for restrictive interventions
- Recording behaviour incidents promptly (see appendix 3 for a behaviour log)
- Challenging students to meet the school's expectations
- The senior leadership team (SLT) will support staff in responding to behaviour incidents.

5.4 Parents and carers

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example, attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school
- Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour, the school's policy and working in collaboration with them to tackle behavioural issues.

5.5 Students

Students will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standards, and the consequences they will face if they don't meet the standards

- The pastoral support that is available to them to help them meet the behaviour standards

Students will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

Students will be supported to develop an understanding of the school's behaviour policy and wider culture.

Students will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Extra support and induction will be provided for students who are mid-phase arrivals.

6. School behaviour curriculum

We believe that every student should show respect to others, accept responsibility for their actions and build resilience by consistently striving to achieve our high expectations.

We aim to create a positive and respectful learning environment in which students are enabled to make the best possible academic, social, and emotional progress.

Students have the right to feel safe; to work and develop in an atmosphere of trust, openness, and honesty; an environment where adults are calm, controlled, and compassionate.

We believe that acknowledging effort and rewarding positive behaviour is more effective than sanctions and we believe in the fair and appropriate use of each

Students are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- Make it possible for all students to learn, in class and beyond
- Move quietly around the school and ensure punctuality
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online

Our behaviour curriculum can be found in appendix 1, this details the behaviours we expect our students to follow in more detail and will be taught to them throughout the year.

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all students can meet behavioural expectations in the curriculum.

7. Responding to behaviour

7.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school.

They will:

- Create and maintain a stimulating environment that encourages students to be engaged
- Display the behaviour curriculum and implement it at all times
- Develop a positive relationship with students, which may include:

- Greeting students in the morning/at the start of lessons
- Establishing clear routines
- Communicating expectations of behaviour in ways other than verbally
- Highlighting and promoting good behaviour
- Concluding each lesson positively and starting the next day afresh
- Having a plan for dealing with low-level disruption
- Using positive reinforcement

7.2 Safeguarding

The school recognises that:

- Changes in behaviour may be an indicator that a student is in need of help or protection
- Specific circumstances, such as being a young carer, looked-after child, or living in a vulnerable household, can significantly affect behaviour

We will consider whether a student's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our child protection and safeguarding policy for more information.

7.3 Responding to good behaviour

When a student's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture. Rewards increase the motivation of all students, encouraging their self-esteem, aspirations and enjoyment of learning. The practice of rewards and reinforcement assists the school in maintaining and increasing the quality of teaching and learning. The giving of rewards encourages all students to achieve. Thus they will receive positive points for achievement throughout the school in all contexts.

The system of giving rewards supports the role of the CREW Leader in celebrating success and helps facilitate the awareness of achievement to others.

Every member of staff will praise students for good or improved work, effort and for demonstrating our school values (responsibility, respect and resilience).

Rewards support and promote good behaviour and should be used alongside the sanctions policy

We recognise that students thrive on praise, the thrill of success and the glow of recognition. Praise rewards the deserving, can inspire those who may be struggling and can re-engage and motivate those who may be disenchanted.

We aim to reward whenever possible:

- Formally or informally
- Publicly or discretely
- Regularly or for one off events
- Consistently and always sincerely

Rewards must be given sincerely and fairly as a means of acknowledging effort, achievement or action that is above and beyond the norm. Rewards must never be given as 'bribery' (rewarding students for doing what should be expected of them normally).

Rewards systems in our school link to:

- Effort
- Attainment
- Progress
- Behaviour
- Attendance and punctuality
- Caring for others
- Participation
- Uniform compliance
- Positive attitude / enthusiasm
- Demonstration of our values
- Citizenship
- Exceptional actions outside of school

In developing this guidance, we have consulted with a wide range of stakeholders including students, staff and parents. This is something that we will continue to do to ensure our reward policy continues to meet the needs of our students.

Arbor points form the backbone of our rewards system and can be given by any member of staff and are awarded for achievement or effort. Positive points can be awarded for students exhibiting responsibility, respect and resilience with all these points contributing to a student's overall points total. Golden ticket awards can be given by any member of staff. They are given for exceptional demonstration of our school values (3 R's). Students can cash these in for specific rewards.

7.4 Responding to misbehaviour

When a student's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so students know with certainty that misbehaviour will always be addressed.

De-escalation techniques, including the use of pre-arranged scripts and phrases, can be used to help prevent further behaviour issues arising, including situations where staff may need to use a restrictive intervention. See our policy on the use of restrictive interventions for more detail on prevention and de-escalation strategies.

All students will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified (e.g. whether a student has specific vulnerabilities) and taken into account.

When giving behaviour sanctions, staff will also consider what support could be offered to a student to help them to meet behaviour standards in the future.

Students not following expectations can have a massive impact on the learning of others and can ultimately impact significantly on the educational outcomes and enjoyment of students within the classroom. It is vital that low level disruption is addressed through classroom management.

Tackling low level disruption:

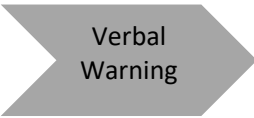
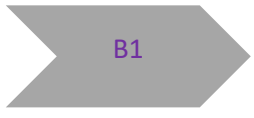
- Our staff will think about the content of their lesson to make it accessible for all
- Our staff will think about the pace of their lesson to ensure that everyone is engaged without anyone being left behind
- Our staff will think about consistency and routine

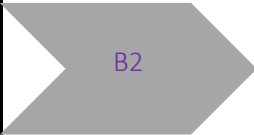
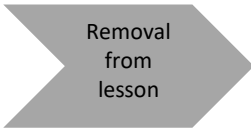
At Ashby School, we promote outstanding behaviour and have consistent standards and expectations of our students. However, where behaviour does not meet our high expectations there is a clear corrective process which all our staff will follow.

We believe this process ensures a fair and consistent approach for all which helps to underpin our education focus whilst maintaining regulation and mutual respect between staff and students and amongst students themselves.

A stable, calm, and enjoyable learning environment is essential for student progress. The Ashby Corrective Process aims to reduce the disruption that detracts from the learning of all students.

When confronted with behaviour that disrupts learning the teacher will apply the process which is designed to present students with the opportunity to address their inappropriate behaviour and self-correct the situation.

Escalation (B)	Student Behaviour	Teacher Response
	Students not following expectations with lower-level impact: ➤ talking when silence is required ➤ calling out ➤ disrupting or interrupting others ➤ not responding to general (e.g. class) instructions.	Reminder about expectations. Redirect and refocus. <u>Non-Verbal Cues</u> ➤ Tap on the desk ➤ Gestures, movements & signals ➤ Positive body language – encouraging on task behaviour ➤ Eye contact ➤ Tactical positioning <u>Remind the student of a positive encounter</u> <i>Do you remember last lesson when you got a positive point/answered that tricky question? That is the behaviour I need to see now.</i> <u>Use Language of Choice</u> <i>The instruction was... if you choose not to, you will receive an B1... You are in control of what happens next; what happens depends on the choice you now make</i>
	Students not following expectations with low level impact [as above]. Recorded Arbor	Reminder about their responsibility & expectations. State consequences in terms of impact on learning and consequences if they choose to ignore the warning. <u>Use Language of Choice</u> <i>Your behaviour has not improved despite a reminder and therefore you are now issued with a B1. The instruction was [repeat instruction], if you choose not to do this, you are choosing to receive a B2. Please take responsibility for your behaviour and do the right thing. Walk away and allow student processing time.</i>

		Example <i>Daniel, we take it in turns to listen. If you call out again, you are choosing to be issued with a B2.</i>
	Failure to follow redirected, targeted teacher instructions. Recorded on Arbor	Reminder about expectations Use Language of Choice <i>Your behaviour has not improved despite repeated reminders and therefore you are in danger of being removed from the lesson. The instruction was [repeat instruction] if you choose not to do this, you will be choosing not to do the right thing... Do you remember last lesson when you completed that excellent piece of work [or similar praise] I would like to see you return to that? Thank you. Walk away and allow student processing time.</i> It is often appropriate to do this quietly 1:1, rather than with an audience.
	Repeated & consistent failure to follow redirected, targeted teacher instructions. Or Student not following expectation with high-level impact [Inappropriate physical contact/persistent swearing, offensive language]. Recorded on Arbor	Use Language of Choice Your behaviour has not improved despite repeated reminders and therefore you have now chosen to be removed from the lesson where you can reflect on your choices. Or One off incident the behaviour you just demonstrated was not acceptable because [insert reason]. Therefore, you have now chosen to be removed from the lesson.

The Corrective Process presents students with the opportunity to make the right choice and take ownership of their behaviour. Throughout this staged response students are allowed to modify their behaviour, remain in class, and re-engage in learning.

Personal circumstances of the student will be taken into account when choosing sanctions. Where appropriate, staff will liaise with our SENCO, DSL and/or designated lead for inclusion to help determine an appropriate sanction. Decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

Sanctions & Escalation

The Ashby Corrective Process is used within the classroom. The following sanctions are applied:

ESCALATION	TARIFF	SANCTION
Verbal Warning	0	None required
B1	1	No immediate sanction (although separate cumulative system)
B2 and late to school	2	Whole school break detention – this will escalate to a lunchtime detention if not attended

		Parents informed via Arbor
Removal from lesson	5	Whole School after school detention Parents informed via Arbor Student will be removed from the lesson and placed elsewhere ideally within the faculty

Other areas which may need a sanction include:

UNIFORM
Issue logged on Arbor with parents automatically notified of the issue CREW Leader to make contact with home to resolve Student may need to be placed in reflection if we are not able to resolve the issue in school / quickly Student may need to be suspended if they persistently refuse to meet our expectations

HOMEWORK
Failure to complete homework will be logged on Arbor but FTL will be responsible for monitoring / sanctioning using Arbor report function

LATENESS	SANCTION
Late to school	Same day break detention
20 minutes cumulative	Break time detention
40 minutes cumulative	Lunch time detention
60 minutes cumulative	Half day reflection

TRUANCY	SANCTION
1 lesson	Half day reflection
2 lessons	1 Day reflection
3 lessons	2 Days reflection
Persistent Truancy (ie repeats of above)	Involvement of external services

The following responses are made to behaviours, accepting that behaviours do not always fit into neat categories and we reserve the right to adapt sanctions to specific events

BEHAVIOUR	TARIFF	SANCTION
Derogatory language	1	Points accumulate towards sanction
Mobile Phone		Phone confiscated and retained in Year Room for whole day 3 rd offence > Parents asked to collect phone
Walking away from staff	2	Restorative conversation > Detention > 1 Day reflection
Staff Refusal	5	Restorative conversation > Detention > 1 Day reflection
Videoing Fight		1 Day Suspension
Found in possession of vape		Item confiscated and 1 Day reflection
Smoking/Vaping		1 Day suspension
Swearing at staff	10	Restorative conversation > 1 Day reflection > 1 Day Suspension
Vandalism		Minimum 1 Day Suspension
Physical Assault		Minimum 3 Day suspension
Drugs/Alcohol on site		Minimum 5 Day Suspension
Weapons on site		Minimum 5 Day Suspension
Theft		Incident dependent Reflection > LiFE reset placement > Suspension
Racism/Bullying/Sexual harassment		Education key Combination of reflection/LiFE reset placement/suspension decided on an individual basis

Staff Assault	20	Minimum 10 Day Suspension
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*We may decide to use a LiFE reset placement for any of the incidents above whereby a student will be hosted in one of our other schools in the trust.

Students may find sanctions escalated where non-completion of sanction occurs.

- If they miss a break detention then they will need to attend the same day lunchtime detention
- If they miss the lunchtime detention then they will need to attend an after school detention
- If they miss the after school detention, then they will spend half a day in reflection
- If they refuse to do the half day of inclusion, then it will become a full day in reflection the next day
- If they refuse to go into reflection, then it becomes a LiFE reset placement or a fixed term suspension

We may use a reflection room where children can be separated from their peers until resolutions can be found in response to serious or persistent breaches of this policy. Students may be sent to the reflection room during lessons if they are disruptive, and they will be expected to follow the reflection curriculum plan.

- As detailed above, serious incidents may result in a LiFE reset placement or fixed term suspension. In addition to those listed above these incidents may include:
 - Inappropriate language towards staff
 - Dangerous behaviour
 - Repeated defiant behaviour
 - Racist/homophobic/transphobic behaviour
 - Physical aggression
 - Child on Child abuse
 - Poor behaviour in the reflection room

When poor behaviour is identified the school will use a range of corrective measures including but not limited to:

- A conversation to articulate the poor behaviour and exemplify our expectations
- Verbal reprimand
- Moving of seat in a classroom setting
- Faculty or whole school break or after school detention (After school detentions run from 3:15 to 3.45pm and have 24-hour notice for parents)
- Removal to another classroom
- Removal to reflection room
- Regular reporting to monitor behaviour in and out of lessons
- Pre suspension warning
- LiFE reset placement (where a student spends time at another school within our Trust)
- Fixed term suspension
- Behaviour plan
- Governors Panel
- Permanent suspension

Following a sanction, the school will consider strategies to help students to understand how to improve their behaviour and meet the expectations of the school. This could include measures like:

- Regular contact with parents
- Daily contact with a member of the pastoral team

- A report card with personalised goals

7.5 Restrictive interventions, including use of reasonable force

Our approach to restrictive interventions follows the [DfE's latest guidance on restrictive interventions](#).

Restrictive interventions are used to prevent, restrict, or subdue movement of the body or part of the body of a student. It describes both physical and non-physical actions aimed to restrain students in different ways.

Our staff understand that any form of force or restraint carries a risk of physical and psychological harm, so we always avoid using these measures where possible.

7.5.1 Reasonable force

Reasonable force covers a broad range of actions used by staff that involve a degree of physical contact to restrain students, using no more force than is needed for the least amount of time, the application of which will depend on the circumstances.

All members of staff have a legal power to use reasonable force in certain situations, to prevent a student from:

- Hurting themselves or others
- Committing a criminal offence
- Damaging property
- Causing disorder among students, in or out of lessons

Reasonable force must:

Always be used as a last resort

- Be used in a way that maintains the safety and dignity of all concerned
- **Never** be used as a form of punishment
- **Never** involve restraining a student in a way that affects their airway, breathing or circulation, for example by covering their nose and/or mouth or applying pressure to their neck or abdomen
- **Never** be used if the student is on the ground. If a student is unintentionally held on the ground, staff should release their hold or move into a safer position as quickly as possible

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the student, including SEND, mental health needs or medical conditions.

Please see our restrictive intervention policy for more information

7.5.2 Seclusion

Seclusion is a **non-disciplinary intervention** that keeps a student confined to a place away from others and prevents them from leaving, for the safety of that student and/or others.

We only use seclusion as a safety measure when a student is experiencing high levels of emotional or behavioural dysregulation. Seclusion is **not** used as a threat or punishment and is **not** a disciplinary response to deliberate or wilful misbehaviour.

During seclusion:

- The student will be secluded in a safe place that does not feel threatening or intimidating to them this could be an empty classroom, year room, wellbeing or other quiet space.
- The student will be supervised at all times, by at least 1 member of staff.

As soon as the immediate risk of harm has reduced, the student will be allowed to leave.

7.5.3. Recording and reporting requirements

Staff have a legal duty to record and report all:

- Significant incidents involving force
- Seclusion incidents
- Restraint incidents

Please refer to our restrictive intervention policy for more information on this legal duty

7.6 Searching, screening and confiscation

Searching, screening and confiscation is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

Confiscation

Any prohibited items (listed in section 3) found in a student's possession as a result of a search will be confiscated. These items will not be returned to the student.

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to students after discussion with senior leaders and parents/carers, if appropriate.

Searching a student

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the student, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the student can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the student; **or**
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness, they should immediately report this to another member of staff and make sure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the student. During this time the student will be supervised and kept away from other students.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the student is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the student has agreed.

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

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other students or staff at risk
- Consider whether the search would pose a safeguarding risk to the student
- Explain to the student why they are being searched
- Explain to the student what a search entails – e.g. “I will ask you to turn out your pockets and remove your scarf”
- Explain how and where the search will be carried out
- Give the student the opportunity to ask questions
- Seek the student’s co-operation

If the student refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact a member of SLT, to try to determine why the student is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the student. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the student harming themselves or others, damaging property or causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 3, but not to search for items that are only identified in the school rules.

The authorised member of staff may use a metal detector to assist with the search.

An authorised member of staff may search a student’s outer clothing, pockets, possessions, desk or locker.

‘Outer clothing’ includes:

- Any item of clothing that isn't worn wholly next to the skin or immediately over underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes or boots

Searching students’ possessions

Possessions means any items that the student has or appears to have control of, including:

- Desks
- Lockers
- Bags

A student’s possessions can be searched for any item if the student agrees to the search. If the student does not agree to the search, staff can still carry out a search for prohibited items (listed in section 3) and items identified in the school rules.

An authorised member of staff can search a student’s possessions when the student and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

Informing the designated safeguarding lead (DSL)

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a student was in possession of a prohibited item as listed in section 3

- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in section 3), including incidents where no items were found, will be recorded in the school's safeguarding system.

Informing parents/carers

Parents/carers will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents/carers as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the student may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Strip searches

The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C.

Before calling the police into school, staff will assess and balance the risk of a potential strip search on the student's mental and physical wellbeing and the risk of not recovering the suspected item.

Staff will consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first.

Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them. The school will advocate for the safety and wellbeing of the student(s) involved. Staff retain a duty of care to the student involved and should advocate for student wellbeing at all times.

Communication and record-keeping

Where reasonably possible and unless there is an immediate risk of harm, before the strip search takes place, staff will contact at least 1 of the student's parents/carers to inform them that the police are going to strip search the student and ask them whether they would like to come into school to act as the student's appropriate adult. If the school can't get in touch with the parents/carers, or they aren't able to come into school to act as the appropriate adult, a member of staff can act as the appropriate adult (see below for information about the role of the appropriate adult).

The student's parents/carers will always be informed by a staff member once a strip search has taken place. The school will keep records of strip searches that have been conducted on school premises, and monitor them for any trends that emerge.

Who will be present

For any strip search that involves exposure of intimate body parts, there will be at least 2 people present other than the student, except in urgent cases where there is risk of serious harm to the student or others.

One of these must be the appropriate adult, except if:

- The student explicitly states in the presence of an appropriate adult that they do not want an appropriate adult to be present during the search, **and**
- The appropriate adult agrees

If this is the case, a record will be made of the student's decision and it will be signed by the appropriate adult.

No more than 2 people other than the student and appropriate adult will be present, except in the most exceptional circumstances.

The appropriate adult will:

- Act to safeguard the rights, entitlements and welfare of the student
- Not be a police officer or otherwise associated with the police
- Not be the headteacher
- Be of the same sex as the student, unless the student specifically requests an adult who is not of the same sex

Except for an appropriate adult of a different sex if the student specifically requests it, no one of a different sex will be permitted to be present and the search will not be carried out anywhere where the student could be seen by anyone else.

Care after a strip search

After any strip search, the student will be given appropriate support, irrespective of whether any suspected item is found. The student will also be given the opportunity to express their views about the strip search and the events surrounding it.

As with other searches, the school will consider whether the student may be suffering or likely to suffer harm and whether any further specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

Staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider whether, in addition to pastoral support, an early help intervention or a referral to children's social care is appropriate.

Any student(s) who have been strip searched more than once and/or groups of students who may be more likely to be subject to strip searching will be given particular consideration, and staff will consider any preventative approaches that can be taken.

7.7 Child-on-child abuse

We recognise that children are capable of abusing their peers. Abuse will never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up", as this can lead to a culture of unacceptable behaviours and an unsafe environment for students.

All child-on-child abuse is unacceptable and will be taken seriously.

Most cases of students hurting other students will be dealt with under this policy.

Where allegations raise safeguarding concerns, this will be managed under our safeguarding policy. Our safeguarding policy contains further information on how we prevent and manage incidents of child-on-child abuse. See our Child Protection Policy on our website for more information.

7.8 Off-site misbehaviour

Sanctions may be applied where a student has misbehaved off-site when representing the school. This means misbehaviour when the student is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a student of our school

Sanctions may also be applied where a student has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another student
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the student is under the lawful control of a staff member (e.g. on a school-organised trip).

7.9 Online misbehaviour

The school can issue behaviour sanctions to students for online misbehaviour when:

- It poses a threat or causes harm to another student
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The student is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the student is under the lawful control of a staff member.

7.10 Suspected criminal behaviour

If a student is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, a member of the senior leadership team will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

7.11 Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response and never ignored.

Students are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to early help
 - Refer to children's social care
 - Report to the police

Please refer to our child protection and safeguarding policy for more information.

7.12 Malicious allegations

Where a student makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the student in accordance with this policy.

Where a student makes an allegation of sexual violence or sexual harassment against another student and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the student in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the student who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and students accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other students.

8. Serious sanctions

8.1 Detention

Students can be issued with detentions during break, lunch time and after school.

The school will decide whether it is necessary to inform the student's parents/carers although in most cases there will be a notification via Arbor.

When imposing a detention, the school will consider whether doing so would:

- Compromise the student's safety
- Conflict with a medical appointment
- Prevent the student from getting home safely
- Interrupt the student's caring responsibilities

8.2 Removal from classrooms

In response to serious or persistent breaches of this policy, the school may remove the student from the classroom for a limited time. Removal from the classroom is a serious disciplinary measure and distinct from seclusion, which is strictly non-disciplinary (see section 7.5 above for more detail on seclusion and its use).

Students who have been removed will continue to receive education under the supervision of a member of staff. This education will be meaningful, but it may differ from the mainstream curriculum.

Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove students from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

- Removal can be used to:
- Restore order if the student is being unreasonably disruptive
- Maintain the safety of all students
- Allow the disruptive student to continue their learning in a managed environment
- Allow the disruptive student to regain calm in a safe space

Students may be removed from their lesson (by the member staff who is on call) and placed elsewhere in the curriculum area for that lesson. They will continue to receive education under the supervision of a member of staff which is meaningful, but it may differ from the mainstream curriculum. Students will not be removed from classrooms for prolonged periods of time without the explicit agreement of the headteacher.

Students should be reintegrated into the classroom as soon as it is appropriate and safe to do so. The school will consider what support is needed to help a student successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents/carers will be informed on the same day that their child is removed from the classroom.

The school will consider an alternative approach to behaviour management for students who are frequently removed from class, such as:

- Internal reflection
- Short-term behaviour report cards
- Long-term behaviour plans
- LiFE reset placement
- Internal alternative provision
- Multi-agency assessment

Staff will record all incidents of removal from the classroom in the behaviour log, along with details of the incident that led to the removal, and any protected characteristics of the student.

8.3 Suspension and permanent exclusion

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the headteacher and only as a last resort.

Please refer to our exclusions policy for more information.

9. Responding to misbehaviour from students with SEND

9.1 Recognising the impact of SEND on behaviour

The school recognises that students' behaviour may be impacted by a special educational need or disability (SEND). Students with SEND may react to distressing or confusing situations by displaying behaviours which may be harmful to themselves and others. Students who have difficulty communicating verbally might show their needs and discomfort through their actions.

When incidents of misbehaviour arise, we will consider them in relation to a student's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a student's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from students with SEND, especially where their SEND affects their behaviour, the school will take its legal duties into account when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid any substantial disadvantage to a disabled student being caused by the school's policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of students with SEND (Children and Families Act 2014)
- If a student has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support, including behaviour support plans where appropriate, to prevent these from occurring.

We will utilise staff who know individual students with SEND well to:

- Help identify and manage risk, such as trigger points when challenging behaviour is more likely to occur
- Develop proactive strategies to reduce the likelihood of restrictive interventions being used

We will also work with the student, their parents/carers and other professionals to develop prevention and de-escalation strategies.

Any preventative measures will take into account the specific circumstances and requirements of the student concerned and may include

- Short, planned movement breaks for a student with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a student with visual or hearing impairment to sit in sight of the teacher
- Training for staff in understanding conditions such as autism
- Use of separation spaces where students can regulate their emotions during a moment of sensory overload

9.2 Adapting sanctions for students with SEND

When considering a behavioural sanction for a student with SEND, the school will consider whether:

- The student was unable to understand the rule or instruction
- The student was unable to act differently at the time as a result of their SEND
- The student was likely to behave aggressively due to their particular SEND

If the answer to any of these is 'yes', it may be unlawful for the school to sanction the student for the behaviour.

The school will then assess whether it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

9.3 Considering whether a student displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may evaluate a student who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a student, we will liaise with external agencies and plan support programmes for that child. We will work with parents/carers to create the plan and review it on a regular basis.

9.4 Students with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a student with an EHC plan, it will make contact with the local authority to discuss the matter. If appropriate, the school may request an emergency review of the EHC plan.

[Contact our SENA service | Leicestershire County Council](#)

10. Supporting students following a sanction

Following a sanction, the school will consider strategies to help the student to understand how to improve their behaviour and meet the expectations of the school. These could include:

- Reintegration meetings with parents
- Daily contact with the pastoral lead
- A report card with personalised behaviour goals
- Educational resources

11. Student transition

11.1 Inducting incoming students

The school will support incoming students to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

11.2 Preparing outgoing students for transition

To ensure a smooth transition to the next year, students have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information relating to student behaviour issues may be transferred to relevant staff at the start of the term or year.

12. Training

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:

- The safe and lawful use of reasonable force and/or other restrictive interventions
- The needs of the students at the school
- How SEND, mental health needs and personal circumstances can impact behaviour
- Trauma-informed practice
- Behaviour management strategies
- Team around the child meetings
- Faculty leadership meetings

Behaviour management will also form part of continuing professional development.

13. Monitoring arrangements

13.1 Monitoring and evaluating behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusions and suspensions
- Use of student support units, off-site directions and managed moves
- Incidents involving restrictive intervention, including the use of reasonable force
- Incidents of searching, screening and confiscation
- Perceptions and experiences of the school behaviour culture for staff, students, governors and other stakeholders (via anonymous surveys)

The data will be analysed half termly/yearly (dependent on the data) by members of SLT

The data will be analysed from a variety of perspectives including:

- At school level
- By age group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of students are identified by this analysis, the school will review its policies to tackle them.

13.2 Monitoring this policy

This behaviour policy will be reviewed by the trust board at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1).

14. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy

- Child protection and safeguarding policy
- Restrictive interventions policy
- Mobile phone policy
- Exclusion policy

Appendix 1 – Ashby School Behaviour Curriculum

Uniform	Respect	Responsibility	Resilience	Transition
- We must always wear school uniform correctly - Our shirts must be tucked in - We will wear our blazers or jumpers - We wear lanyards correctly and at all times - We must wear our ties - We only wear a maximum of two small, hooped earrings - We will only have one nose stud and not a hoop - We will bring the correct PE kit to school and borrow kit if we need to - School skirts will be a respectable length	- Unless asked by a member of staff our electronic devices must be always switched off and in our bag - We treat school property and equipment with respect - We will stop and listen to a member of staff when asked to - We follow staff instructions and requests immediately 'first time every time' - We never do anything that stops others learning	- We understand that we are responsible for our actions, nobody else is - We accept that everyone makes mistakes and that learning from these is important - We are honest about our actions when discussing them with others, including staff and parents - We admit when we are wrong and apologise - We take responsibility for our own learning and always try our best. We present our work to the best of our ability	- We will check our timetables and be prepared for the day - We will be punctual to lessons - We only visit the toilet at break/lunch - We only refill our water bottles at break/lunch time - We will enter the classroom quietly and sensibly - We will settle down to start the lesson quickly completing the work on the board/set by teacher - We will only leave the classroom when our teacher tells us to - When we find learning hard, we continue to try our best	- We will walk calmly and quietly and straight to lessons - We will start moving to lessons on the first bell after break and lunch - We will walk in single file on the left when in corridors and stairs - We will open doors for others - We will line up outside our classrooms and wait quietly - We will only enter the classroom when invited - We will use appropriate language - Our electronic devices must be switched off and remain in our bags - We will use an 'indoor voice'

Behaviour out of School	Social Conduct	Kindness	Arriving at / Leaving School	Attendance
- We know that we represent the school when in school uniform and must always be respectful and kind - We will be considerate of other people arriving and leaving school, and other people in our community - We will always communicate on social media sites appropriately - We know we represent Ashby school when wearing our school uniform and will behave accordingly	- We will keep our hands and feet to ourselves - We will move on when told to do so by staff - We will queue quietly and sensibly in the dining room and not push in - We will sit and eat our lunch at the table when indoors - We will return our plates when we have eaten - We will put our litter in the bin - We will clear our things away - We will tuck our chairs under the table	- We will not tolerate bullying - We will report unkind behaviour to a member of staff - We celebrate difference at Ashby School - We recognise that some students need more support than others - We know that watching unkind behaviour without reporting it is wrong - We understand the negative behaviours of the 'Bystander Effect' - We know that being kind makes us feel positive	- We will not wait on Nottingham Road and Range Road to meet friends - We will dismount at the Nottingham Rd / Range Rd gates when cycling/scootering - We will remain in full school uniform until we leave the site - We will leave the school site by 3:20pm unless we are attending an organised activity	- We understand that attending school is important - We know that good attendance supports social skills - We understand that good attendance improves learning - We must try to attend school every day - We must try to be punctual every day - We will be on time to every lesson - We know that we will be rewarded for attending school