Behaviour Policy

Next review date:	September 2026
Owner:	VP Behaviour
Status:	Awaiting approval

Contents

1. Aims

This policy aims to:

> Create a positive culture that promotes excellent behaviour, ensuring that all students have the opportunity to learn in a calm, safe and supportive environment

> Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school

> Outline the expectations and consequences of behaviour

> Provide a consistent approach to behaviour management that is applied equally to all students

> Define what we consider to be unacceptable behaviour, including bullying and discrimination

2. Legislation, statutory requirements and statutory guidance

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

> Behaviour in schools: advice for principals and school staff 2024

> Searching, screening and confiscation: advice for schools 2022

> 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

> 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:

> Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its students

> Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate students' behaviour and publish a behaviour policy and written statement of behaviour principles, and gives schools the authority to confiscate students' property

> [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 bullying

> 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

- Sexual jokes or taunting

- Physical behaviour such as interfering with clothes

- Online sexual harassment, such as unwanted sexual comments and messages (including on social media), 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 sharing of unwanted explicit content

> 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 child)
- Mobile phones

4. Bullying

Bullying is defined as the repetitive, intentional harming of one 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
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)

Ashlawn School's Anti-Bullying policy can be found here.

5. Roles and responsibilities

5.1 The governing board

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

5.2 The principal

The principal is responsible for:

> Reviewing and approving this behaviour policy

> 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

> 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

> Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations

> Recording behaviour incidents promptly

> 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 and 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

6.1 The Pledge and CARE Responsibilities

At Ashlawn School, we pride ourselves on all members of our community adhering to and advocating for The Ashlawn School Pledge. This underpins the culture of our school.

The Ashlawn School Pledge:

- Demonstrate kindness to all and help those in need

- Be proud of our uniqueness and champion the differences of others

- Celebrate our successes together

- Express gratitude for things that others do for us

- Show respect and pride in our words and actions

- Challenge ourselves and each other to be our best, always

These core values are further built upon through our CARE Pillars.

Students are expected to engage with our CARE Pillars to fulfil our school pledge.

Community	Every individual in our school is valued and forms part of the Ashlawn family; students (past and present), staff, parents, carers, family members, volunteers, professional partners and neighbours from the wider community. We treat all members of the community with respect and our behaviours impact positively on everyone around us.
Aspiration	We benefit from challenging and transformational learning experiences and enriched opportunities that inspire us to aim for, and work hard to achieve, our dreams to become all that we can be.
Respect	We respect each other, respect our differences, respect our environment, and respect our own and others' learning to ensure the best possible experience for all members of our community.
Excellence	We are committed to try our best and achieve the highest standards in our love of learning in lessons and during enrichment experiences so that we can be the best possible versions of ourselves.

Students are encouraged to take responsibility for their behaviour by following the clearly articulated expectations, displayed throughout the school and in every classroom:

Our Responsibilities:
At Ashlawn School, we CARE:

Community

Show patience, tolerance and respect for others

Keep our hands, feet and personal comments to ourselves

Move around the school appropriately and safely

Keep our phones off and in our bags at all times

Aspiration

Demonstrate curiosity in all we do

Ask questions to enhance our knowledge and understanding

Learn from our marvellous mistakes

Respect

Follow requests and instructions from staff the first time

Be polite and speak to others how we wish to be spoken to

Keep our school clean and tidy

Excellence

Wear our uniform correctly, with pride, with our coats off

Bring the correct equipment and place this on the desk

Be on time to all lessons, walking with pace and purpose

Try our best, always

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

6.2 Mobile phones

Years 7-11

Mobile phones should be handed into school at the gate to the students Head of Year or Key Stage Leader. If a student chooses not to hand the phone in, the student accepts responsibility for the phone in case of loss, theft or damage. Mobile phones should be kept in the bottom of a school bag at all times.

If a student is seen with their mobile phone the following happens:

> the phone is confiscated and taken to the Head of Year Office.

> admin services will contact home to tell parents the phone has been confiscated

> the confiscation is logged

> if a student has the phone confiscated for the second time a half term parents will be asked to come into school to collect the phone

> should a parent/carer not be able to collect it at this time, the school will store it safely until it can be collected.

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

Sixth Form

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

6.3 'Hands-Off' expectation

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

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

There may be instances when a sanction would need to be used. For example, on a busy corridor if a student deliberately pushes another student, where the consequences system and associated sanctions would be used. There would also be a follow up session with the Head of Year about safe behaviour in school.

6.4 Uniform standards

At Ashlawn School we are preparing our students for life beyond school and recognise that it is therefore important that students are used to following standards of dress as specified by the organisation for which they may work. We expect all students in years 7-11 to attend school wearing full school uniform as per the policy. Sixth Form students' expectations are to wear appropriate business dress, broadly in line with the TLET staff dress code.

It is the parent/carer's responsibility to ensure students are dressed appropriately for the school day. Students will be asked to wear uniform provided by school or parents/carers may be called to rectify the uniform by bringing in appropriate school dress on the day. Any refusal would result in them being withdrawn from lessons for the day.

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

Details of the Uniform and Standards of Appearance policy can be found here.

Advice and guidance can be found in appendix 6.

6.5 Health and Safety

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

> Keep left in the corridors and follow the one-way system

> Ball games may take place in designated areas only

> Students should not climb on any equipment, furniture or building with the exception of being instructed to use PE equipment under the supervision of a teacher

> All litter must be disposed of in the bins

> Enter classrooms with the permission of the teacher only

> Refrain from touching fences and stay within designated areas

Out of Bounds

> All areas enclosed by fences

> All car parks, at all times

> Bicycle shelters during the school day

> Areas beyond the supervising staff's direct eyesight

Lunch and Break times

> Students must remain on site during lunch and break

> Food is allowed to be consumed in the dining room or designated covered areas only. No food items or packaging should be taken outside of these areas

> Food and litter should be cleared away

> Appropriate behaviour should be demonstrated at all times, both in and outside the dining room

Cyclists/Motorists

> All students using a bicycle to travel to school or travelling by motorised vehicle must know the Highway Code

> Cyclists must wear a helmet when cycling to and from school. It is recommended that they wear high visibility apparel over their coats or attached to their bags, e.g. cycling in the dark, the bicycle must be equipped with appropriate safety lights

> Cyclists must not use pavements near pedestrians

> Cyclists must dismount from their bicycle before they reach the school frontage

> Cyclists must enter through their year group gate on foot and directly move to their designated bicycle area to lock up their bicycles

> All students who use a motorbike or car must have a valid licence and insurance

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

Electric scooters are not permitted on the school site.

Smoking

Smoking on site is prohibited. This ban includes the use of electronic cigarettes or any smoking paraphernalia. Smoking infractions will be dealt with in the same way as other behaviour related infractions. Vapes and smoking paraphernalia will be disposed of by the school and the school police liaison officer will be informed of any intelligence surrounding this event.

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:

> Model positive behaviours and school values to students

> Create and maintain a stimulating environment that encourages students to be engaged

> Have consistently high standards for all students

> Display calm consistent adult behaviour

> Develop a positive relationship with students, which includes:

- o Greeting students in the start of lessons
- o Establishing clear routines
- o Communicating expectations of behaviour in ways other than verbally
- o Highlighting and promoting good behaviour
- o Concluding the lesson positively and starting the next lesson afresh
- o Having a plan for dealing with low-level disruption
- o Using positive reinforcement (see 7.2)
- o Using a restorative approach to rebuilding relationships (see 7.3)

Sixth form also contribute to the school community by acting as peer mentors to KS3 and KS4 students.

7.2 Warm defending and positive framing

Ashlawn staff are warm demanders; they combine personal warmth with high expectations. Ashlawn staff are calm and consistent in their approach to students and demonstrate their care and high standards by promoting excellent behaviour and reducing misbehaviour in every interaction. Staff do this through positive framing.

Common Language:

Staff at Ashlawn use a consistent language in order to promote positive behaviour. Our language choices are reflected through our pledge.

Additional information and support for staff can be found in Appendix 2.

7.3 Restorative Justice

Staff at Ashlawn use a restorative approach to build relationships with students. Staff take time to repair relationships with students in the moment, after some time out, or at a later time (during detentions).

Additional information and support for staff can be found in Appendix 2.

7.4 Safeguarding

The school recognises that changes in behaviour may be an indicator that a student is in need of help or protection.

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 safeguarding policy for more information here.

7.5 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.

The range of rewards available include:

- ▪ Verbal and written praise

- Achievement points

- Parental contact e.g. phone calls home

- Awards for excellent attendance and punctuality to the school and to lessons

- Postcards home

- Letters home

- Achievement awards; bronze, silver, gold and platinum

- Principal's postcard

- "Zero club" award

- "HERO" award

- Rewards breakfasts

- Curriculum team prizes/certificates

- "Passport to" entry.

Details of how this is applied can be found in Appendix 4.

7.6 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.

All students will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified 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.

The school may use 1 or more of the following sanctions in response to unacceptable behaviour:

> A verbal reprimand and reminder of the expectations of behaviour

> Sending the student out of the class

> Setting of written tasks such as an account of their behaviour

> Expecting work to be completed at home, or at break or lunchtime

> Detention at break or lunchtime, or after school

> Loss of privileges – for instance, the loss of a prized responsibility

> School-based community service, such as tidying a classroom

> Letter or phone call home to parents/carers

> Agreeing a behaviour contract

> Putting a student 'on report'

> Removal of the student from the classroom

> Suspension

> Permanent exclusion, in the most serious of circumstances

Staff will use the consequence pyramid as a guide when making decision about the sanctions applied for student behaviour. Staff may use their discretion when applying this, with personal circumstances of the student considered. Decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

Details of the consequence pyramid can be found in Appendix 3.

7.7 Punctuality to lessons

At Ashlawn School we recognise that every minute counts when it comes to maximising potential, and we take a firm stand on punctuality to lessons. We include a movement break for students of 5 minutes in order for them to move around the building safely and to ensure that lessons can start on time and in a meaningful way.

In order to support students in getting to lessons on time, we have an "At the Door in 4" expectation, which means that every student should be in their classroom within the first 4 minutes of a lesson starting. Students who do not arrive punctually will be given a C3 Truancy log. These students will then be expected to attend a detention on a Thursday after school. The duration of this detention will depend upon the amount of C3 Truancy logs a student receives, up to a maximum of 2 hours.

Additional information can be found in appendix 4.

7.8 Reasonable force

Reasonable force covers a range of interventions that involve physical contact with students. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a student from:

> Causing disorder

> Hurting themselves or others

> Damaging property

> Committing an offence

Incidents of reasonable force must:

> Always be used as a last resort

> Be applied using the minimum amount of force and for the minimum amount of time possible

> Be used in a way that maintains the safety and dignity of all concerned

> Never be used as a form of punishment

> Be recorded on CPOMS and reported to parents/carers

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.

7.9 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 may 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 principal, or by the principal 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 principal, 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 the principal, a vice principal, or the assistant principal responsible for behaviour, 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 on CPOMS.

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 principal

> 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.

Screening

Screening is only used where a safety plan has been put into place to ensure the safety of the child being screened, or the wider school community. The details of the screening process will be written into a safety plan and will be agreed with the parent/carer prior to the process commencing.

The safety plan will be reviewed regularly and the risks reassessed in order to decide the length of the screening plan put into place for the child. The school will always prioritise the safety of the child and the wider community when making decisions around the screening of a child.

As part of the safety plan, there will be an agreed action if the child refuses to be screened. This will always include parental contact and isolation for the student, until the screening has been completed. If the child continues to not follow instructions, behaviour sanctions may be applied in line with the sanctions listed above.

7.10 Use of CCTV

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

7.11 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).

7.12 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.

7.13 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, the designated safeguarding lead (DSL) or a deputy designating safeguarding lead 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.

7.14 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:

  o Manage the incident internally

  o Refer to early help

  o Refer to children's social care

  o Report to the police

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

7.15 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, at lunchtimes, or after school.

The school will decide whether it is necessary to inform the student's parents/carers for informal breaktime detentions. For formal detentions at lunchtime and after school, parents will be notified through the Edulink app.

If a child is unable to attend an after-school detention, the school may seek clarification from a parent/carer. The school will consider making reasonable adjustments as appropriate, which may include, but is not limited to, consideration around comprising the student's safety, conflicting with a medical appointment, preventing a student from getting home safely or interrupting 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.

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 will not be removed from classrooms for prolonged periods of time without the explicit agreement of the principal.

The school will consider what support is needed to help a student successfully reintegrate into the classroom and meet the expected standards of behaviour, which will utilise the school's restorative approach.

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

> Intervention approaches with pastoral leaders

> Referral to internal and external intervention activities from the Inclusion team

> Short-term behaviour report cards

> Long-term behaviour plans

> Team Around the Child reviews

> Placement at an alternative educational provision

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 principal and only as a last resort.

Please refer to our exclusions policy for more information [here](#).

8.4 Reintegration meetings and pastoral behaviour meetings

After every suspension, or whenever behaviour concerns become apparent, parents/carers will be invited in to attend a meeting with pastoral leaders. These meetings will be minuted and minutes will be available for parents upon request. The key aims of the meeting will be restorative in approach, with opportunities for engagement and interaction from the student, a parent/carer and the school. Key actions from all parties will be noted and will be used to monitor progress and ensure that the relevant support has been actioned in order to improve the student's behaviour.

8.5 Respite and Off-site direction

At certain times it may be more appropriate for a student to serve a sanction in a different setting. A respite period at another local school could range from one to several days in length, depending on the incident, and may be used in place of, in addition to or as an escalation from our internal sanctions. During a respite, work will be provided by school staff and the student will be expected to work in the isolation room equivalent at the host setting.

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

8.6 Governor panel meetings

Where behaviour is escalating despite interventions and support applied by the school, then a governor panel meeting may be called. The purpose of this meeting is for a governor to review the behaviour record of the student, with opportunities for feedback from the student and their parent/carer. The governor will also ask for a presentation on the school's response to the behaviours displayed and will review whether appropriate actions have been taken by the school. The school will present a proposed series of next steps, and an action plan will be agreed by all parties with the aim being to prevent a permanent exclusion.

8.7 Working with the Local Authority

Ashlawn School works closely with the local authority and holds regular meetings to review and address the needs of individual students. Termly reviews of children at risk of permanent exclusion with the local authority ensures that additional external agencies and appropriate alternative providers can be utilised to further support young people and reduce the risk of permanent exclusion.

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).

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 to prevent these from occurring.

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

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

At Ashlawn School, we have a 'Team Around the Child' approach when reviewing a student whose behaviour is consistently challenging. This involves a review of the child's behaviour alongside any safeguarding concerns, attendance issues or wider concerns by a team of professionals, which usually includes a member of the Senior Leadership Team, the Key Stage Lead, the Head of Year, a Deputy Designated Safeguarding Lead, the SENCO or representative from the Inclusion faculty, and a member of the attendance team.

After the Team Around the Child meeting, the school's special educational needs co-ordinator (SENCO) may then 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.

Warwickshire SENDIAS (Special Education Needs Information Advice and Support Services) supports parents and carers of all Warwickshire children with special educational needs and disabilities, from 0 - 25 years of

age. It is a free, confidential, and impartial service for parents and carers, children and young people up to 25 years. Warwickshire SENDIAS offers independent support for parents and families who have children and young people with a SEND. They also provide this independent advice directly to young people aged 16 to 25 years with SEND.

To speak to a member of their team, call 01788 593159, or e-mail warwickshiresendiass@barnardos.org.uk

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.

When reintegrating student's back into the classroom, the school will consider measures to support such as:

> Reintegration meetings

> Daily contact with the Head of Year and/or Key Stage Lead

> A report card with personalised behaviour goals

> Referrals to internal and external intervention strategies and support

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 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. For students who leave the school, either at the end of their education or as an in-year transfer, key information will be shared with the receiving school or educational provider.

12. Training

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

> Warm defending and positive framing

> Restorative justice

> The needs of the students at the school

> How SEND and mental health needs can impact behaviour

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 of searching, screening and confiscation

> Perceptions and experiences of the school behaviour culture for staff, students, governors, trustees and other stakeholders (via anonymous surveys)

The data will be analysed every term by the vice principal.

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 principal and governing 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). At each review, the policy will be approved by the governing board.

14. Links with other policies

This behaviour policy is linked to the following policies:

> TLET Suspensions and Exclusions policy
> Child protection and safeguarding policy
> Anti-bullying policy

Appendix 1: Ashlawn School Pledge and Responsibilities

The Ashlawn Way

We commit to being a part of the Ashlawn community and pledge to:

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

Our school community charter is driven by the TLET trust values of courage, kindness and loyalty.

Community   Aspiration   Respect   Excellence

This charter forms the foundation of the way in which we work together in all areas of our school life.

Proud to be part of the Transforming Lives EDUCATIONAL TRUST

Our Responsibilities:
At Ashlawn School, we CARE:

Community

| Show patience, tolerance and respect for others | Keep our hands, feet and personal comments to ourselves | Move around the school appropriately and safely | Keep our phones off and in our bags at all times |

Aspiration

| Demonstrate curiosity in all we do | Ask questions to enhance our knowledge and understanding | Learn from our marvellous mistakes |

Respect

| Follow requests and instructions from staff the first time | Be polite and speak to others how we wish to be spoken to | Keep our school clean and tidy |

Excellence

| Wear our uniform correctly, with pride, with our coats off | Bring the correct equipment and place this on the desk | Be on time to all lessons, walking with pace and purpose | Try our best, always |

Appendix 2: Warm-Demanders, Positive Framing and a Restorative Approach

Ashlawn staff are warm demanders; they combine personal warmth with high expectations. *Ashlawn staff are calm and consistent in their approach to students, and demonstrate their care and high standards by promoting excellent behaviour and reducing misbehaviour in every interaction. Staff do this through positive framing.*

Common Language:

Staff at Ashlawn use a consistent language in order to promote positive behaviour. Our language choices are reflected through our pledge. Here are some examples of positive reinforcement using our common language:

"It is the Ashlawn Way to…"

"We do this because we CARE."

"How could you change your action to be community-minded at the moment?"

"Are you being kind when you…"

"You can show respect by…"

Positive Framing Strategies:

1. **Assume the best**

Assuming the best helps staff model calm assurance. Classrooms are dynamic and occasionally instructions can be misheard or misinterpreted. Giving a student who is confused the benefit of the doubt will help build trust.

Useful terms - "forgot" and "confused"

Instead of:	Warm demanders say:
"Why is your coat still on?"	"I think you've forgotten to take your coat off"
"Just a minute everyone, some people seem to think that they don't need to put their chair behind their desk."	"Just a minute, I must not have been clear - I need you to all put your chairs behind your desks."
"Not everyone is working in silence."	"I think some of us are confused, I need you all to work in silence so that we can do our best work."
"How many times have I said this…"	"I think some of us have forgotten that at Ashlawn we try our best, always."

2. **Give them an easy first step**

What often looks like resistance or defiance may be a lack of clarity. Most students want to succeed so by providing them with a clear next step you are helping both of you to get to the shared outcome.

Instead of:	Warm demanders say:
"Stop talking, Stephen."	"I need to see you start answering the question, Stephen"
"I've told you before, you need to be taking notes, Stephen."	"Let's see your pen moving now, Stephen. Thank you."
"I've already told you to move your bag	"I'll give you a second to get your desk cleared and ready to start,

off your desk"	but let's be ready quickly please."
"Will you get on with your work"	"Are you ok? You seem to be struggling. Is there anything I can help you with?."

3. Narrate the positive

A tool to motivate group behaviour. Highlight positive / expected behaviour and make them more visible which will make other students more likely to follow. The alternative (what not to do!) is to point out negative behaviours which draws attention to these negative behaviours in the room, some of which may not have been noticed by other students:

Instead of:	Warm demanders say:
"Some people don't appear to be listening."	"I can see three, four, five tables giving me their full attention, can I see anymore?"
"This table isn't paying attention."	"I can see 80% of people working really hard, can I see 90%? Yes… can I see 100%"

4. Defusing

Occasionally students will try to engage a teacher in a discussion when they have been challenged about their attitude towards their work. Teachers should use the LAAD technique to de-escalate and direct students back to their work.

> *Listen* (make eye contact and nod)
>
> *Acknowledge* ("I hear you")
>
> *Agree* ("you're not even wrong")
>
> *Defer* ("let's discuss this after class")
>
> Then "thanks" and walk away.

An example:

Student is talking rather than getting on with their task. Teacher goes to the student's desk to speak to them.

Teacher: "Let's see you make a start at this task, Stephen."

Student: "But Miss, this work is boring."

Teacher listens, makes eye contact and nods

Teacher: "I hear what you're saying. I understand that you might not see the purpose now and might think it's boring. Let's discuss it after class. Time to get on now though. Thanks."

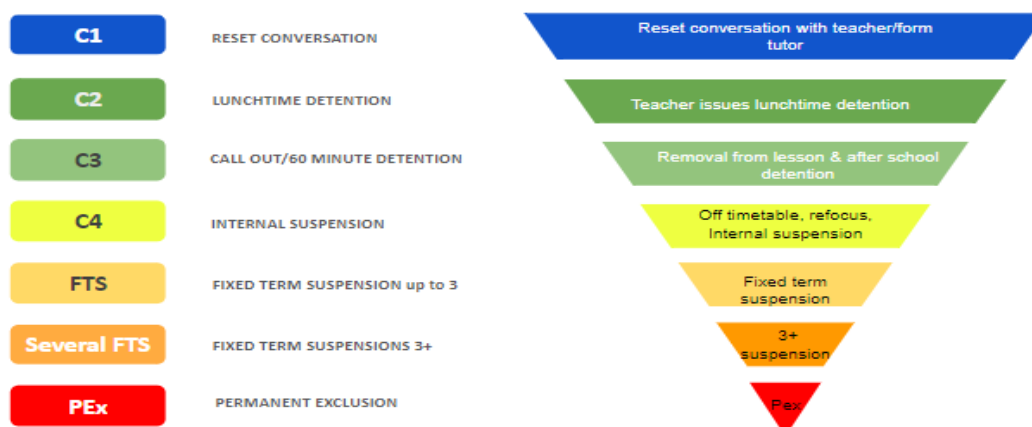*Teacher walks away and continues to check in with other students.*

<u>A Restorative Approach:</u>

Staff at Ashlawn use a restorative approach to build relationships with students. Staff take time to repair relationships with students in the moment (see examples above), after some time out, or at a later time (during detentions).

RESTORATIVE AND CHOICE QUESTIONS	NOTES
TIME OUT	It is often helpful to give children time out, with the reassurance that they will be listened to and you will help them sort things out once they have calmed down. It also allows adults to be calmer which can be very helpful.
What happened? **What happened first?** **What happened next?** **What did you say/do?** **What did they say/do?**	Try to develop a timeline of things that people did and said in as close as possible to the order that these things happened. It is natural to remember things differently from each other, so don't worry if the recollections differ slightly as long as the facts are the same.
What were you thinking and/or feeling when this happened?	If your child isn't good at telling you what they were feeling ask them what they were thinking, often they will naturally include their emotions.
What choice did you make? **What choice could you have made?** **Was your choice a helpful one?** **What do you need to do to put right the choice that you made?**	If the restorative questions aren't getting you the answers you need to be able to sort the problem out, try the choice questions. We ask young people to take responsibility and put right their unhelpful choices.
What do you think about it now?	If you have worked through the questions above in enough detail, then children will often be able to tell you all things that they should have done differently rather than us telling them? Don't worry if your child doesn't tell you everything you want to hear, remember RJ is work in progress.
What needs to happen to put this right?	If your child thinks that saying sorry puts everything right, if it is appropriate ask them to make an apology of actions not words. You can help them out by making suggestions if they struggle.
What will you do differently next time?	This question can be very helpful when a child has behaved unhelpfully. There are usually triggers to their behaviours and what we are actually often asking is next time you are in that situation how will you manage your emotions and behaviours more respectfully in a way that everyone can be treated fairly. This can also be asked of someone who has been hurt by the actions of others i.e. If it happens again I will: - ignore it and not hit them, I will tell an adult, I will ask them to stop, I will just ignore it.

Appendix 3: Consequence Pyramid

Prior to the consequence pyramid being used by staff, it is expected that reminder conversations about expectations will already have taken place, which link to the Ashlawn Way and the Responsibilities posters.

C1	RESET CONVERSATION		Reset conversation with teacher/form tutor
C2	LUNCHTIME DETENTION		Teacher issues lunchtime detention
C3	CALL OUT/60 MINUTE DETENTION		Removal from lesson & after school detention
C4	INTERNAL SUSPENSION		Off timetable, refocus, Internal suspension
FTS	FIXED TERM SUSPENSION up to 3		Fixed term suspension
Several FTS	FIXED TERM SUSPENSIONS 3+		3+ suspension
PEx	PERMANENT EXCLUSION		Pex

Please note that we have removed the "pre-c" section from September 2025, in line with our philosophy and staff training around warm-demanders, positive framing and our restorative approach.

Edulink Coding for C1 – C3:

<table>
<tr><td rowspan="15">Teacher / Support Staff Consequences</td><td>C1 – Community</td><td>Formal warning following reminders for "Community" responsibilities</td></tr>
<tr><td>C1 – Aspiration</td><td>Formal warning following reminders for "Aspiration" responsibilities</td></tr>
<tr><td>C1 – Respect</td><td>Formal warning following reminders for "Respect" responsibilities</td></tr>
<tr><td>C1 – Excellence</td><td>Formal warning following reminders for "Excellence" responsibilities</td></tr>
<tr><td>C2 – Community</td><td>Lunchtime detention following warning for "Community" responsibilities</td></tr>
<tr><td>C2 – Aspiration</td><td>Lunchtime detention following warning for "Aspiration" responsibilities</td></tr>
<tr><td>C2 – Respect</td><td>Lunchtime detention following warning for "Respect" responsibilities</td></tr>
<tr><td>C2 – Excellence</td><td>Lunchtime detention following warning for "Excellence" responsibilities</td></tr>
<tr><td>C3 – Removal – Community</td><td>Removal and after-school detention for persistent breaches of "Community" responsibilities</td></tr>
<tr><td>C3 – Removal – Aspiration</td><td>Removal and after-school detention for persistent breaches of "Aspiration" responsibilities</td></tr>
<tr><td>C3 – Removal – Respect</td><td>Removal and after-school detention for persistent breaches of "Respect" responsibilities</td></tr>
<tr><td>C3 – Removal – Excellence</td><td>Removal and after-school detention for persistent breaches of "Excellence" responsibilities</td></tr>
<tr><td>C3 – Truancy/Leaving Lesson without permission</td><td>After-school detention for truancy and/or leaving the room without permission</td></tr>
</table>

Edulink Coding for C4 or above:

Pastoral Leaders Consequences	C4 – IS – Community	Internal suspension for repeated breaches of "Community" responsibilities
	C4 – IS – Aspiration	Internal suspension for repeated breaches of "Aspiration" responsibilities
	C4 – IS – Respect	Internal suspension for repeated breaches of "Respect" responsibilities
	C4 – IS – Excellence	Internal suspension for repeated breaches of "Excellence" responsibilities
	C4 – IS – Truancy	Internal suspension for repeated truancy / leaving the lesson without permission
	C4 – IS – PP	Internal suspension for physical assault against a pupil
	C4 – IS – PA	Internal suspension for physical assault against an adult
	C4 – IS – VP	Internal suspension for verbal abuse against a pupil
	C4 – IS – VA	Internal suspension for verbal abuse against an adult
	C4 – IS – BU	Internal suspension for bullying
	C4 – IS – RA/LG/DS	Internal suspension for racism, abuse against sexual orientation and gender identify, and abuse relating to disability
	C4 – IS – DA	Internal suspension for drug/alcohol related misbehaviour
	C4 – IS – DM	Internal suspension for damage to property
	C4 – IS – TH	Internal suspension for theft
	C4 – IS – MT	Internal suspension for inappropriate use of social media or online technology
VP / AP Consequences	FTS – PP	Fixed term suspension for physical assault against a pupil
	FTS – PA	Fixed term suspension for physical assault against an adult
	FTS – VP	Fixed term suspension for verbal abuse against a pupil
	FTS – VA	Fixed term suspension for verbal abuse against an adult
	FTS – DB	Fixed term suspension for persistent disruptive behaviour
	FTS – OW	Fixed term suspension for use or threat of use of an offensive weapon or prohibited item
	FTS – BU	Fixed term suspension for bullying
	FTS – RA	Fixed term suspension for racism
	FTS – LG	Fixed term suspension for abuse against sexual orientation and gender identity
	FTS – DS	Fixed term suspension for abuse relating to disability
	FTS – SM	Fixed term suspension for sexual misconduct
	FTS – DA	Internal suspension for drug/alcohol related misbehaviour
	FTS – DM	Internal suspension for damage to property
	FTS – TH	Internal suspension for theft
	FTS – MT	Internal suspension for inappropriate use of social media or online technology

Appendix 4: At The Door in 4: Reducing truancy and improving punctuality

Rationale:

UK-based research consistently demonstrates a strong link between school attendance and academic achievement. Studies by the Department for Education (DfE) show that pupils with attendance of 95% or higher are significantly more likely to achieve a Grade 5 in English and Maths GCSEs. Missing just 10 days in Year 11 can halve a student's odds of achieving these key grades. The impact begins much earlier, with pupils missing 10% or more of school sessions (classified as "persistently absent") being less than half as likely to reach the expected standard at the end of Key Stage 2. The consequences extend into adulthood; an additional day of absence in secondary school is estimated to be associated with a decrease of £750 in future earnings. Research also notes that disadvantaged pupils and those with special educational needs are disproportionately affected by poor attendance.

Core purpose:

In order to improve punctuality and reduce truancy, Ashlawn School expects students to be "at the door in 4", following their 5 minute movement break.

Any student who is not "at the door in 4", will be truanting, and receive a C3 Truancy log.

These will lead to a Truancy/Punctuality Detention on a Thursday after school.

The time students will be expected to attend will increase, based on the number of logs they have received.

Research:

The Attendance Equation
From Presence to Progress: Visualizing the Impact of School Attendance

Why Presence Matters

School attendance is a cornerstone of academic achievement, but its impact runs deeper than just being in a classroom. It's a powerful predictor of both short-term success and long-term life outcomes. This infographic explores the critical data, revealing how consistent attendance shapes a student's future and why a focus on engagement is equally vital.

Attendance: The Strongest Predictor of Success

Research consistently shows that class attendance has a stronger correlation with college grades than other traditional metrics. This challenges the conventional wisdom about what truly drives academic achievement.
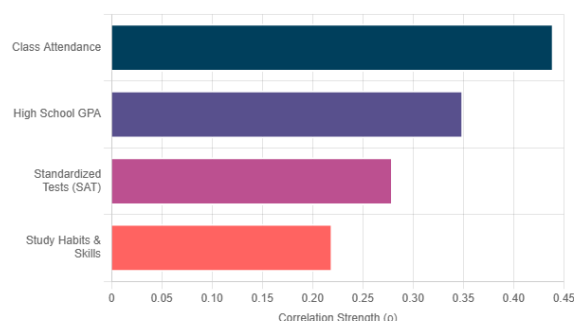
The Long Shadow of Absenteeism

The consequences of poor attendance in childhood extend decades into adulthood, affecting educational attainment and employment. Missing just five days at age 10 creates a measurable disadvantage by age 42.
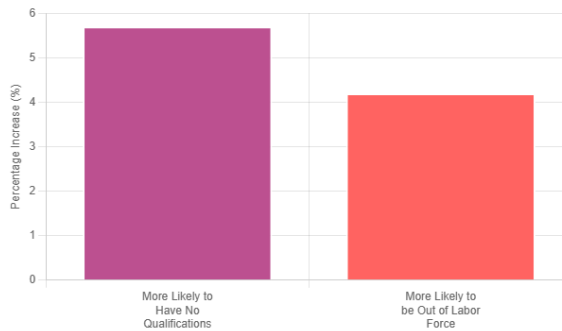
Presence vs. Engagement: What's More Important?

While attendance is a crucial indicator, it doesn't equal attention. Research shows that a student's active engagement is a more powerful driver of success, explaining a significant portion of their achievement.
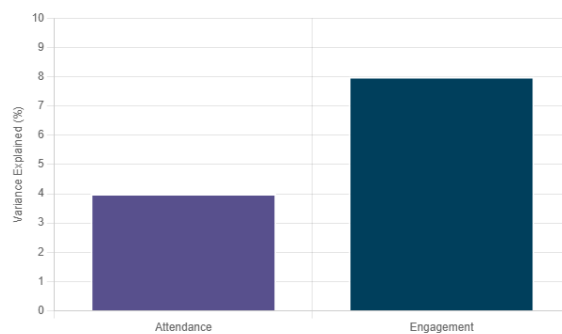
A Multi-Tiered System of Support

Effective interventions don't just target absence; they address its root causes. A tiered approach provides the right level of support for every student, moving from universal strategies to intensive, individualized plans.

Tier 1: Universal

Promote a positive school climate and raise awareness about the importance of attendance for all students and families.
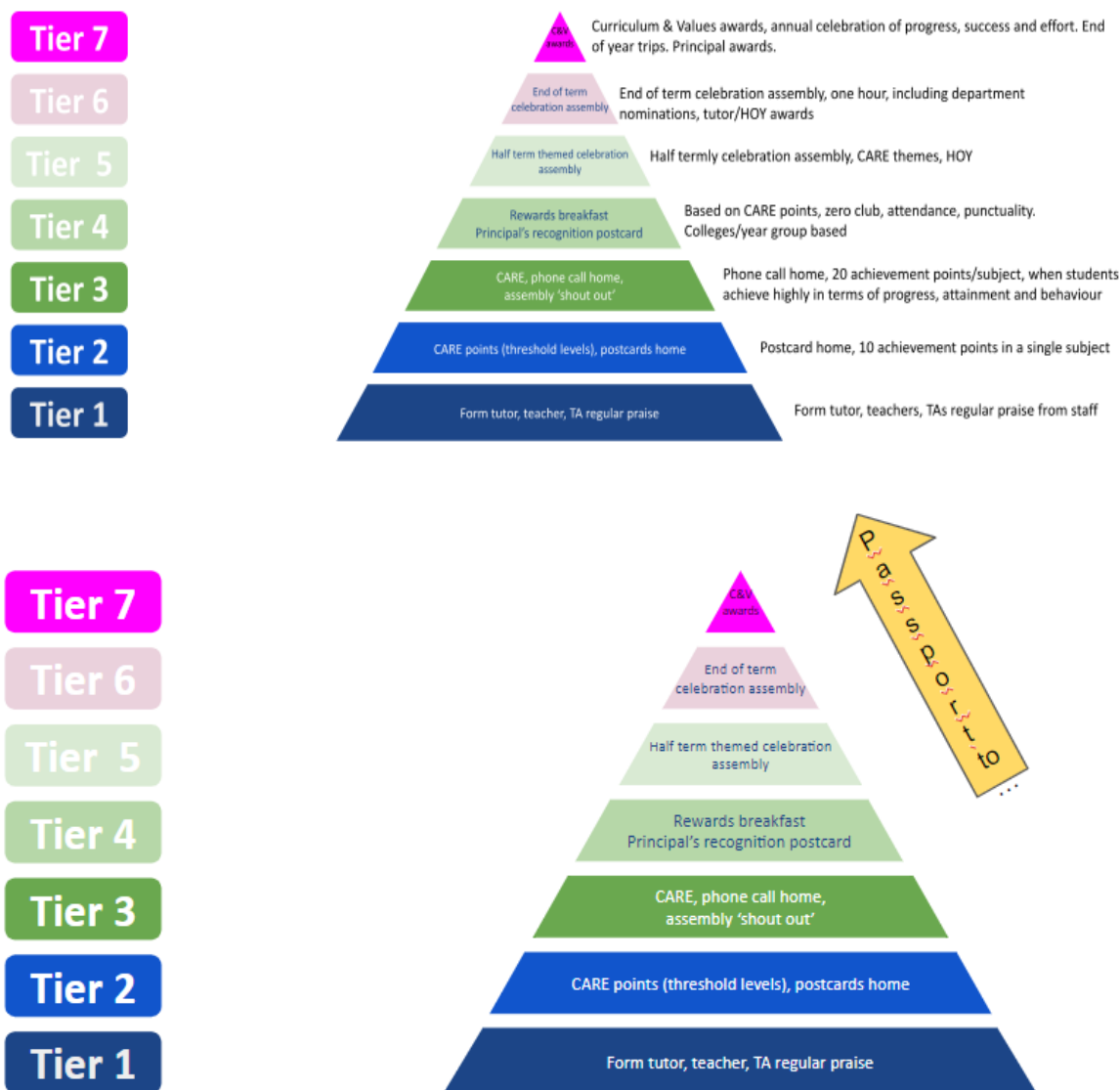
Tier 2: Targeted

Identify at-risk students showing early signs of chronic absenteeism and implement targeted group interventions.

Tier 3: Intensive

Develop individualized support plans to address specific barriers like health issues, family hardship, or trauma.

Appendix 5: Rewards guidance for staff

Tier		Description
Tier 7	C&V awards	Curriculum & Values awards, annual celebration of progress, success and effort. End of year trips. Principal awards.
Tier 6	End of term celebration assembly	End of term celebration assembly, one hour, including department nominations, tutor/HOY awards
Tier 5	Half term themed celebration assembly	Half termly celebration assembly, CARE themes, HOY
Tier 4	Rewards breakfast Principal's recognition postcard	Based on CARE points, zero club, attendance, punctuality. Colleges/year group based
Tier 3	CARE, phone call home, assembly 'shout out'	Phone call home, 20 achievement points/subject, when students achieve highly in terms of progress, attainment and behaviour
Tier 2	CARE points (threshold levels), postcards home	Postcard home, 10 achievement points in a single subject
Tier 1	Form tutor, teacher, TA regular praise	Form tutor, teachers, TAs regular praise from staff

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

The range of rewards available are:

- verbal and written praise
- achievement Points (see reward points table)
- parental contact e.g. phone calls home
- awards for excellent attendance and punctuality to the school and to lessons
- postcards home
- letters home
- merit badges; bronze, silver, gold and platinum
- principal's postcard
- zero club awards

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

Positive Achievement Points

At Ashlawn we allocate points to promote positive behaviours and commitment to the school. These positive reward points accumulate across the year. Students and parents are informed of the success by our electronic application, Edulink. Positive Achievement points will be awarded in lessons daily for a range of positive behaviours and at the end of each half term/ term and end of year.

Type	Points
Principal's Postcard	5
Positive telephone call	4
Postcard home	3
Being a Student Ambassador at a School event	5
Merit badge ● Platinum ● Gold ● Silver ● Bronze	Awarded at 750 Awarded at 500 Awarded at 300 Awarded at 100
Zero club - No warnings, time outs or on-calls (half termly)	10
Attendance (to be reviewed termly) ● 100% ● 99% ● 98% ● 97% ● 96%	10 8 6 4 2
HERO (Here every day, ready and on time)	10
Community	1
Aspiration	1
Respect	1
Excellence	1
Reading	1
Excellence in Reading	1

Examples of how rewards are issued:

Community

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

Aspiration

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

Respect

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

Excellence

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

Key stage 4 and 5 rewards

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

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

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

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

Appendix 6: Internal Suspension

Structure of the Day

If students arrive at the normal time on the year group gate then they must stay with the HOY and be escorted to reception to wait until 9am.`

Arrival (9am)

Pupils must arrive by 9am and wait in the pupil reception area ready to be collected.

Once pupils enter the room please seat them strategically.

All pupils must remove coats and put belongings in a box which must be placed at the front of the room.

Period 1 (9am-9.50am) - Restorative Sheet and Silent Reading

Open the electronic IS sheet that has been emailed that morning - the link is also on the week's briefing sheet.

Register pupils by writing in their arrival times in the 'arrival time' column.

If a pupil has not arrived then email 'ON CALL ADMIN TEAM' 'HOY' and 'Key Stage Leaders' and request that missing pupils be collected and dropped in IS as soon as possible.

Issue each pupil with a reflection sheet, talk through the reflection sheet with the student, annotate any discussion, sign and date it and place it in the green tray on the desk. This must be completed before a laptop is issued.

Once an RJ sheet has been completed direct pupils to read silently for the remainder of period 1.

Support pupils in selecting their lunch options. This should be completed on the lunch options pad which is on the IS desk. A member of the reception team will collect this sheet.

Lunch will be brought to IS at 12 noon.

Period 2 (9.50am-10.50am)

Issue each pupil with a laptop and direct them to open their emails.

Each pupil will have an email that has shared with them their work folder for the day.

Pupils should then begin to complete the work that has been added for them.

Work for P1/P2 should be in folders by 9.50am. Please check each folder for work.

If work is present then the corresponding cell of the electronic IS sheet should be turned green. If work is absent it should be turned orange and an email sent to the staff member to request that work be added.

Pupils should work through the classwork that has been set for them for period 1 and period 2.

Pupils may eat snacks they have brought with them at break / lunch. They are not permitted to go to the canteen at any stage.

Break - 10.50am-11.15am (pupils may eat their own snacks at this time)

No work needs to be completed at this time.

Pupils can chat with their peers in the room.

No games to be played

No laptops or headphones allowed.

Pupils may use the toilets (1 pupil at a time only).

Period 3 (11.15am-12.00pm)

Pupils should continue to complete work set for period 1-3.

Work for P3 should be in folders by 11.15am. Please check each folder for work.

If work is present then the corresponding cell of the electronic IS sheet should be turned green. If work is absent it should be turned orange and an email sent to the staff member to request that work be added.

Lunch - 12.00pm-12.30pm

Food will be delivered by reception if pupils have ordered some.

No work needs to be set

Pupils can chat with their friends in the room

No games to be played

No laptops or headphones allowed.

Complete pupil work on their reports

Silent Reading (12.30-1.00pm)

Pupils must either read their own book which they have brought with them or select a book from the IS selection to read.

Period 4 (1.00pm-2.15pm)

Pupils should continue to complete work set for period 1-4.

Work for P4 should be in folders by 1.00pm. Please check each folder for work.

If work is present then the corresponding cell of the electronic IS sheet should be turned green. If work is absent it should be turned orange and an email sent to the staff member to request that work be added.

Period 5 (2.15-3.15pm)

Pupils should continue to complete work set for period 1-5.

Work for P5 should be in folders by 1.00pm. Please check each folder for work.

If work is present then the corresponding cell of the electronic IS sheet should be turned green. If work is absent it should be turned orange and an email sent to the staff member to request that work be added.

Closing Organisation (3.15-3.30pm)

All work that has been done on paper should be placed in pupils' bags and should then be handed to class teachers the next time that pupils have each given lesson.

Work that has been completed electronically should be shared directly with teachers by pupils upon completion.

The room should be tidied.

Laptops should be plugged in.

The radiator/fans and lights should be turned off as you leave.

Pupils should be escorted out of IS at 3:30pm.

Pupils who have detentions should be escorted to their detention.

Additional Information

Using Toilets

Pupils should be permitted to use the toilets throughout the day if they request to do so.

Only one pupil should leave the room at any given time to use the toilets.

Each toilet use should be recorded in the 'notes' section of the IS sheet and the time at which they used the toilets should also be also recorded. This will support other staff when responding to any further toilet requests.

Pupils Completing All Work Set

Pupils can be directed to:

Read silently.

Complete Math work on Doctor Frost (instructions and pupil log-in details can be found in the IS Bank Maths Work folder.

Review their google classrooms and complete any homework that has been set.

Access any appropriate online educational resources such as BBC bitesize or duolingo.

Behaviour Concerns

Staff should do their best to de-escalate any poor behaviour from pupils prior to going through the levels outlined below.

Level 1

Discussion has already taken place about behaviour.

Pupil continues with behaviour. Level 1 given.

Inform pupil.

Record on electronic IS sheet adding more specific information as a note.

Level 2

As above / or pupil walks out of I.S.

Level 2 given, call out made via EDULINK (state I.S. in Seminar Room 2)

Inform pupil and record information

SLT/on call staff will take the pupil outside to discuss the situation and then return the pupil to the I.S. room.

Level 3

As above

Level 3 given, call out made via EDULINK (state I.S. in Seminar Room 2)

SLT/on call staff will remove the pupil and a decision will be taken regarding relocation of the pupil to an SLT member or whether FTS is required.

Pupils cannot return to IS once a level 3 has been issued.

At Ashlawn School, we take great pride in our uniform. It is more than just clothing – it represents belonging, community, and a shared commitment to high standards. Wearing the Ashlawn uniform smartly and consistently demonstrates that students are proud to be part of our school and reflects our shared values of community, aspiration, respect and excellence.

We are writing to remind families of our uniform expectations for all students. We hope this will be helpful as you prepare for the rest of the term and the upcoming academic year.

Core Uniform (Years 7–11)

Ashlawn School logo polo shirt

> Burgundy for Years 7–9

> Black for Years 10–11

Black, smart, tailored trousers

> Full-length, suitable for formal wear

> Must have a button and zip

> No jeans, leggings, or trousers with rivets or heavy stitching

Ashlawn School logo knitted jumper or cardigan (optional)

Plain black leather or leather-look shoes or trainers

Optional Uniform Items

Ashlawn School logo pleated skirt (available in three lengths – 18", 20", and 22")

> These options allow your child to choose the length that best suits their style and comfort. Skirts must not be rolled up.

Ashlawn School logo shorts

> These are great for warmer days but must be the official school-branded version.

Please note: Only the official Ashlawn-branded pleated skirts and shorts are permitted. No other types of skirts or shorts may be worn.

PE Kit

Ashlawn School PE t-shirt

Ashlawn School PE shorts or skort

Royal blue socks

Trainers

Additional PE items:

Rugby/football boots

Gum shield

We encourage families to continue using second-hand uniform, whether passed down between siblings or bought from our PTA uniform shop, which offers good quality pre-loved items at very low prices. This not only supports families but also helps reduce environmental impact. If you choose to purchase new PE kit items, we ask that these be from the new style only.

If a student arrives at school without the correct uniform, we will offer them a spare item so they can continue their day in line with our expectations. If a student refuses to wear the spare uniform provided, we will contact home and ask for your support in bringing the correct item into school. We understand that this may be inconvenient, and we will always try to work with families sensitively. However, we do expect students to meet our uniform standards and appreciate your ongoing cooperation in helping us maintain a consistent and high-standard learning environment.

Other Uniform Expectations

> Make-up should be subtle and used to enhance, not accentuate.

> Jewellery: One pair of stud earrings and one watch are allowed. No facial piercings. Earrings must be removed for PE.

> Hair should be of a natural colour, styled neatly and appropriately for school activities. Long hair must be tied back for practical subjects and should not obscure the face during lessons.

> Nails must be short and in a neutral colour if painted. Please do not allow long nail extensions during term time. If a student arrives with nails unsuitable for safe participation in school activities, they will be asked to file them down.

We thank you for your ongoing support in ensuring all students uphold the high standards we set for appearance and conduct. Uniform contributes significantly to our calm, respectful, and purposeful school environment, and we are grateful for your partnership in reinforcing these expectations at home, helping every student to feel a strong sense of pride and belonging within the Ashlawn community.

Appendix 8: Examples of targets for students who struggle to regulate

1. Improve Communication Skills

- **Target:** Use respectful language and tone when speaking to teachers and peers.
- **How to Achieve:** Practice active listening techniques and role-play scenarios with a mentor or counsellor.
- **Measurement:** Reduction in reported incidents of disrespectful language.

2. Anger Management

- **Target:** Recognize and manage anger effectively without resorting to aggression.
- **How to Achieve:** Attend weekly anger management sessions and learn coping strategies like deep breathing or counting to ten.
- **Measurement:** Track the number of aggressive outbursts and aim for a decrease over a set period.

3. Conflict Resolution

- **Target:** Resolve conflicts with peers and teachers through dialogue.
- **How to Achieve:** Participate in conflict resolution workshops and apply learned techniques in real situations.
- **Measurement:** Monitor resolution of conflicts without escalation to aggression.

4. Positive Reinforcement

- **Target:** Earn a reward for demonstrating consistent positive behaviour over a specific timeframe.
- **How to Achieve:** Set a behaviour chart with daily goals, and provide rewards for achieving them.
- **Measurement:** Achieve a set number of positive behaviour marks each week.

5. Engagement in Class

- **Target:** Increase participation and engagement in class activities.
- **How to Achieve:** Set small, achievable goals for participation in each class, like answering one question or contributing to discussions.
- **Measurement:** Track participation rates and aim for a steady increase.

6. Reflective Practice

- **Target:** Reflect on behaviour incidents and identify triggers.
- **How to Achieve:** Keep a behaviour journal to record feelings and triggers, with regular check-ins with a mentor.
- **Measurement:** Review journal entries to identify patterns and reduce similar incidents.