



**ASHFIELD**  
SCHOOL

# BEHAVIOUR AND SUSPENSIONS POLICY

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## Introduction

The following school Behaviour Management Policy has been established in accordance with the Governors' written statement of general principles for student behaviour and discipline.

The purpose of the policy is

- To affirm the school's commitment to promoting positive behaviour and ensuring a well ordered environment in which effective teaching and learning can take place.
- To fulfil the governors' duty of care to students and employees
- To promote teaching and learning and high standards of attainment
- To outline the roles and responsibilities of staff within the school.
- To detail the procedures to be followed by staff when dealing with behavioural issues.

This policy has been written in line with the school vision statement and reflects the following:

**Our** vision is to support and challenge all learners in order for them to fulfil their potential now and in the future.

We will achieve this through:

**A**chievement

**S**afe

**P**ride

**I**ndividuals

**R**espect

**E**xpectations

**Learning to achieve.**

## Rationale

Ashfield School is a school which has very high expectations of its students in terms of their attitude, their work and their behaviour. The school Behaviour Policy is based on an insistence on high standards of behaviour at all times. It should encourage students to behave in a responsible manner both to themselves and others, showing consideration, courtesy and respect for other people at all times. It is the school's duty to keep all students safe, happy and able to learn. High standards are set in the belief that a caring but challenging school ethos generates self-respect, independence and the highest levels of achievement. Good behaviour and discipline are essential if effective teaching and learning is to take place.

It is important for good behaviour to be recognised and rewarded. If students or groups of students are praised when it is merited then a positive climate is established in which students' self-esteem is nurtured and misbehaviour becomes by comparison a markedly less attractive way of obtaining attention. Students should understand that bad behaviour is unacceptable and will be punished. Sanctions are needed in order for disapproval of unacceptable behaviour to be registered with the students and to protect the necessary authority of the teachers. Rewards and sanctions should be fairly and consistently applied by staff at the school but it is recognised that the application of rewards and sanctions must have regard to the individual situation and the individual student and that the member of staff is expected to use his/her discretion in their use.

## Aims of the school discipline policy

1. To promote amongst students, self-discipline, respect for others, the proper regard for authority and positive relationships based on mutual respect.
2. To encourage good behaviour and discipline on the part of all students.
3. To ensure that all students understand the boundaries of acceptable behaviour at Ashfield School.
4. To ensure that all students can gain the most from their learning at the school.



5. To ensure consistency of response to both positive and negative behaviour.
6. To promote early intervention.
7. To provide a safe environment free from disruption, violence, bullying and any form of harassment.

## Acceptable and Unacceptable behaviour

The school defines acceptable behaviour as that which promotes courtesy, co-operation and consideration from all students in terms of their relationships with each other, school staff, visitors and members of the local community.

Examples of unacceptable behaviour include name calling, verbal abuse, threatening language, intimidation, stealing other students' property, physical abuse, bullying, vandalism and harassment of any kind.

The school communicates regularly the standards of acceptable and unacceptable behaviour to students and parents/carers through the school rules, displaying expectations for students across the school, in the school prospectus, home-school agreement, school assemblies, daily tutor time, school newsletters and individual discussions with students following incidents of poor behaviour.

Staff are informed of these standards through the staff handbook, staff induction to the school and the staff training programme.

## Rewards

In promoting good and improved behaviour the school has a system of recognition and reward. This includes the use of:

- Praise and positive feedback
- Positive contact with parents/carers
- 'A' Points and rewards raffles
- Attendance Awards
- Certificates of commendation
- Nominations and Celebration Lunches
- Golden and Platinum Ticket Raffles
- Postcard rewards
- Awards at the Annual Presentation Evening
- Letters to parents/carers

## Behaviour Management Systems

The school will implement a range of strategies to deal with inappropriate behaviour by students including:

- Talking 'privately' with the student
- Verbal reprimand
- Referral to appropriate member of staff eg. Form Tutor, Head of Faculty, Pastoral support Officer, Achievement Leader, Inclusion or a member of the School Leadership Team.
- Detentions at break, lunch or after school
- Letters to parents/carers
- Meetings with parents/carers
- Referral to external agencies.
- Isolation from lessons
- Internal exclusion
- Managed moves



- Referral to the Inclusion unit
- Alternative provision
- Suspension or permanent exclusion.

Parental involvement is implicit in all the above strategies.

## Managed Moves

- We work together with four local schools to ensure that all pupils are given opportunities to have a fresh start in their education, should interventions put in place here at Ashfield not have worked.
- The aim of this intervention is to avoid permanent exclusion and offer students a fresh start. A managed move will consist of a trial period at another local school, often between 6 and 12 weeks. If successful, the student would then transfer to their new place of education.

## The use of suspensions

Suspension is a disciplinary sanction to be used only by the Head Teacher or a designated member of the senior leadership team. Suspensions will follow the guidance given by the DfE. ' *Exclusion from maintained schools, academies and pupil referral units in England - DfE September 2017*

'The Government supports head teachers in using suspensions as a sanction where it is warranted.' *Exclusion from maintained schools, academies and pupil referral units in England - DfE September 2017*

## Internal exclusions

The school operates an internal exclusion system to work in a positive way with students in order to rectify poor behaviour. A member of SLT or the year team can recommend that a student serves an internal exclusion for behaviour which is unacceptable and warrants more than a detention. Students will have restricted social time and will complete units of independent study linked to their curriculum. The maximum internal exclusion period is 5 school days.

Where internal isolation hasn't improved a student's behavior, SLT or the year team can make the decision for students to be isolated at another school. Staff would always consult parents/carers on this before making a decision. The sanction would be in put in place in response to a serious breach of the school's behavior policy, ensuring the student understands how serious their conduct has been.

## Suspension

A decision to suspend a student is serious and should only be taken:

- In response to serious breaches of the school's behaviour policy; or
- If allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school.

A student can be suspended for up to 5 days at a times and a maximum of 45 days in one academic year.

Following a suspension, parents/carers will need to attend school for a readmission meeting before the student is allowed to return to lessons.

## Alternative Provision

To avoid permanent exclusion, a small minority of students are educated in alternative provision. We work with a handful of local education providers who help us to ensure any students, unable to receive an education in our setting, are able to have access to a suitable education within a setting that meets their behavioural and emotional needs.

## Permanent exclusions

A decision to exclude a child permanently is a serious one. It will usually be the final step in a process for dealing with disciplinary offences following a wide range of other strategies, which have been tried without success. It is an acknowledgement by the school that it has exhausted all available strategies for dealing with the child and should normally be used as a last resort.



There will, however, be exceptional circumstances where, in the Head teacher's judgement, it is appropriate to permanently exclude a child for a first or 'one off' offence. These might include:

- a) Serious actual or threatened violence against another student or a member of staff
- b) Sexual abuse or assault
- c) Possession of or supplying an illegal drug
- d) Carrying an offensive weapon
- e) Making a malicious serious false allegation against a member of staff
- f) Potentially placing students, staff and members of the public in significant danger or at risk of significant harm.

These instances are not exhaustive, but indicate the severity of such offence and the fact that such behaviour can affect the discipline and well-being of the school community.

In cases where a head teacher has permanently excluded a student for:

- a) One of the above offences; or
- b) Persistent and defiant misbehaviour including bullying (which would include racist or homophobic bullying) or repeated possession and/or use of an illegal drug on school premises.
- c) An offence which is not listed but is, in the opinion of the Head teacher, so serious that it will have a detrimental effect on the discipline and well-being of the academy community.

The Secretary of State would not normally expect the governing body or an Independent Appeals Panel to overturn the decision to exclude.

## Partial Timetable

As an alternative to exclusion the Head teacher may, in limited circumstance, make use of a partial timetable to support a student. In all cases this will be in agreement with parents and any outside support agencies, in order to improve student behaviour and improve engagement with the school curriculum. Timetables will increase proportionately to ensure that the student is effectively reintegrated into full time education. In some cases students will work for some lessons within the bridging room.

## Searching and Confiscation

### Banned Items

Please refer to the DfE guidance ' Screening, Searching and Confiscation. Advice to Head teachers, staff and Governing bodies'.

Prohibited Items are:

- knives or weapons including replicas
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- e cigarettes
- matches, lighters etc
- fireworks
- pornographic images
- Mobile phones and electronic devices capable of taking images, sending texts, making calls or accessing the internet
- Items causing a disruption to learning e.g. spinners and laser pens



- any article that the member of staff reasonably suspects has been, or is likely to be, used:
  - to commit an offence, or
  - to cause personal injury to, or damage to the property of, any person (including the student).

In addition to the guidance any item brought into the school with the intention of the item being sold or passed on to other students which, in the head teachers opinion will cause disruption to the school or be detrimental to school practice may be confiscated.

## Confiscation

Staff have the right to confiscate banned items with the authority of the head. Staff may search a student for banned items where they have reasonable suspicion that it might be concealed following the guidance from DfE.

Where staff suspect that students have articles that are banned from school premises they can reasonably ask a student to turn out their bags, pockets and shoes in line with DfE guidance.

If the student refuses without reasonable grounds then the child will be isolated and a meeting held with parents/carers.

Given the risk of potentially harmful items being brought onto site and concealed the school reserves this right to safeguard staff and students.

## Use of reasonable force to Control or restrain

The Education Act 1997 clarified the position about the use of physical force by teachers, and others authorised by the Headteacher, to control or restrain students. The clarification was made by adding a section (Section 550A) to the Education Act 1996.

This new section came into force on 1st September 1998 and applies to all schools. It restates principles derived from common law and statute that have, in the past, been misunderstood. Where necessary reasonable force can be used to control or restrain students. Physical contact with students may also be appropriate and necessary in other circumstances.

Please see the school policy on Use of reasonable force to control or restrain students.

## The power to discipline beyond the school gate

Following DfE guidelines as set down in 'Behaviour and discipline in schools - Guidance for governing bodies' the school may discipline students for non-criminal behaviour and bullying which occurs anywhere off school premises. This includes any bad behavior when the child is taking part in any school organised or school related activity or

- Travelling to and from school
- Wearing school uniform
- In some other way identifiable as a student at the school

Bad behavior will also include instances that could

- Have repercussions for the orderly running of the school
- Pose a threat to another student or member of the public
- Could adversely affect the reputation of the school

## Police Involvement

In the event that the behaviour of a student is a criminal act or poses a serious threat to other students, school staff or a member of the public, then the police will be contacted.

We have a Police Liaison Officer who attends school one day per week. The school works alongside the Police Liaison Officer to promote positive behaviour. Students will sometimes speak the Police Liaison Officer following a particular incident. This is used as an intervention rather than a punishment, to educate the student about their behaviour.



## Roles and Responsibilities

The Governing Body has established a written statement of general principles for student behaviour and discipline (see Appendix 1). The Governing Body will support the school in maintaining high standards of behaviour.

The Headteacher is responsible for the implementation and day-to-day management of the policy and procedures.

All staff will be responsible for ensuring that the policy and procedures are followed, and consistently and fairly applied. Mutual support amongst all staff in the implementation of the policy is essential. Staff have a key role in advising the headteacher on the effectiveness of the policy and procedures. Staff have a responsibility, with the support of the headteacher, for creating a high quality learning environment which fosters a positive atmosphere for all students.

Parents and carers will be expected to take responsibility for the behaviour of their child both inside and outside the school. They will be encouraged to work in partnership with the school in maintaining high standards of behaviour and will have the opportunity to raise with the school any issues arising from the operation of the policy.

Students will be expected to take responsibility for their own behaviour and will be made fully aware of the school policy, procedures and expectations. Students will be encouraged to report any instances of misbehaviour, disruption, violence or bullying.

The procedures arising from the policy will be developed by the headteacher in consultation with the staff. The procedures will make clear to the students how acceptable standards of behaviour can be achieved and will have a clear rationale which is made explicit to all staff, students and parents. The procedures will be consistently and fairly applied and promote the idea of personal responsibility and that every member of the school has a responsibility towards the whole community.

The school will investigate, as appropriate, reported incidents of student misbehaviour. All incidents will be logged on SIMS and kept on the individual student record.

If an incident occurs in the classroom the initial responsibility lies with the subject teacher to deal with the incident using the sanctions outlined in this policy. If the misbehaviour is more serious or is repeated then the subject teacher should inform the HoF who will become involved in dealing with the incident. If the incident has been dealt with by the HoF without success then the Achievement Leader should become involved.

Achievement Leaders, HoFs and senior staff are allocated non-contact time in order to investigate incidents of misbehaviour. They will be supported by Pastoral Support Officers. The Achievement Leaders / Pastoral Support Officers will be expected to monitor students who misbehave in most of their subjects.

The school will notify the police and other relevant bodies of incidents where it is appropriate to do so.

### Training of Staff

The school provides relevant information and training on behaviour management matters to all groups of staff. The school will provide training of all staff on behaviour management matters through induction training for all new staff, whole-school INSET and specific planned/tailored training.

### Involvement of Outside Agencies

The school works positively with external agencies. It seeks appropriate support from them to ensure that the needs of all students are met by utilising the range of external support available. The SENCO and Inclusion TLR post holders will oversee the deployment of Outside Agencies such as Education Psychology Service, Health and Social Services, Youth Offending Team and Drugs Counselling Agencies.

### Monitoring and Evaluation

The school evaluates its policy against key improvement objectives which include for the individual student improvement in their behaviour and academic progress. The school will monitor the use of rewards and sanctions to ensure that its arrangements operate fairly and consistently across all year groups. At a wider level class / subject / whole-school measures such as general behaviour patterns, use of rewards and sanctions, use of detention and effectiveness of the policy in encouraging positive behaviours are all monitored and reported to governors where appropriate.

### Links to other school policies

This policy, together with the following, should be read alongside and in conjunction with other policies and statutory guidance regarding student behavior and welfare. These together will make up the suite of policies to



ensure good behavior, which are key to safeguarding and the promotion of the welfare of children at Ashfield School.

Anti-Bullying Policy

Attendance Policy

Guidance on acceptable use of ICT

Homework Policy

Home School Agreement

Mobile Phones and Electronic Devices

Schools Complaints Policy and Procedure

SEND Policy

Use of reasonable force Policy

### **General Data Protection Regulation**

All data within this policy will be processed in line with the requirements and protections set out in the General Data Protection Regulation.



## APPENDIX 1

# GOVERNORS' GENERAL PRINCIPLES FOR BEHAVIOUR AND DISCIPLINE

### The ethos of the school

Ashfield School is a school which has very high expectations of its students in terms of their attitude, their work and their behaviour. High standards are set in the belief that a caring but challenging school ethos generates self-respect, independence, concern for others and the highest levels of achievement. A school which insists on the best achieves more for its students and the community that it serves.

Governors recognise that parental influence is critical in shaping student attitudes and behaviour. The student's home life has a direct and powerful effect on the way he or she interacts with other students and those in authority. It is important that parents are fully aware of the school's high expectations of student conduct and that parents will fully support the school's expectations and standards for their children.

The ethos of the school is grounded in the quality of relationships at all levels: between members of the school staff: between teachers and students; and between students. Such relationships are characterised by mutual respect; by the valuing of students; and by the positive view of teachers as professionals and students as learners.

### Student conduct

A school has to be an ordered and stable society otherwise learning becomes impossible. Students are expected to come to school prepared to work and to learn. It is unacceptable for any child to disrupt another in his or her work. All students should show a proper respect for authority (both teaching and non-teaching staff). All students should be punctual to lessons and should have full attendance unless absent through authorised circumstances. No student should engage in conduct prejudicial to the good name of the school, either on the school premises or in the local community, both inside and outside normal school hours.

### Rewards and sanctions

Effective learning should take place in a caring and disciplined environment. Good behaviour is a necessary condition for effective teaching and learning to take place. If students or groups of students are praised when it is merited then a positive climate is established in which students self-esteem is nurtured and misbehaviour is not an acceptable route to obtaining attention.

The school discipline policy should promote, among students, self-discipline and the proper regard for authority. It should encourage students to behave in a responsible manner both to themselves and others, showing consideration, courtesy and respect for other people at all times. Sanctions are needed in order for disapproval of unacceptable behaviour to be registered with the students and to protect the necessary authority of the teachers. Rewards and sanctions should be fairly and consistently applied by staff at the school.



## APPENDIX 2

# CLASSROOM BEHAVIOUR PROCEDURE

### Disciplinary pathway

- 1st offence - Verbal warning
  - 2<sup>nd</sup> offence - name on the board
  - 3rd offence - Tick next to name - recorded on SIMS as a behaviour point
  - 4th offence - Faculty support can be put in place - recorded on SIMS (or 1<sup>st</sup> serious offence)
- 4<sup>th</sup> offence must be followed by - Faculty detention system -recorded on SIMS - parents notified

**SSR** called only if the first 3 steps above have been followed and the student is failing to co-operate with faculty support (eg refusing to go). **SSR can** also be called if students (obviously truanting) from another faculty are disrupting learning in your faculty area or if an emergency arises.

Very serious or unusual incidents will be dealt with by the HoF in conjunction with the AL.

Subject teachers should not e-mail / phone AL or AAL for offences that should be dealt with at a faculty level. The AL will return these un-dealt with.

### Detention system

- **Year after school detention runs Mon, Tue, Wed, Fri. These are received by any student who has been faculty referred or SSRd.**
- **Any student who refuses to attend this will escalate to LT detention which is on a Tuesday.**
- **Failure to comply at this results in internal isolation and after school detention.**
- **Repeated failure to comply at this point will result in suspension**

#### Examples of offences

Late to lesson  
 Eating / drinking /chewing in lessons  
 Talking when the teacher is talking  
 Time wasting  
 Missing equipment  
 Shouting out / low level disruption  
 Pushing / shoving/play fighting  
 Swearing at other students  
 Phone being used

#### Example of serious offences

Swearing at staff  
 Racist/homophobic/ sexist language  
 Persistent arguing with staff  
 Persistent refusal to follow instructions  
 Physical abuse  
 Unsafe behaviour in lab / workshop



## APPENDIX 3

# SUSPENSION LETTER

Dear XXXX

**Student Name:**  
**Suspension**

I am writing to inform you of my decision to suspend XXXX for a fixed period of X days. This means that XXXX will not be allowed in school for this period. The suspension begins on XXXX and ends on XXXX.

I realise that this suspension may well be upsetting for you and your family, but the decision to suspend XXXX has not been taken lightly. XXXX has been suspended for this fixed period because of XXXX.

You have a duty to ensure that your child is not present in a public place in school hours during this suspension on XXXX until XXXX unless there is reasonable justification for this. I must advise you that you may receive a penalty notice from the local authority if your child is present in a public place during school hours on the specified dates. If so, it will be for you to show reasonable justification.

We will set work for XXXX to be completed on the days specified in the previous paragraph as school days during the period of their suspension when you must ensure that they are not present in a public place without reasonable justification. You are advised to contact the Pastoral Support Officer so that the necessary arrangements for collecting and returning the work can be made. Please ensure that work set by the school is completed and returned to us promptly for marking.

You have the right to make representations about this decision to the governing body. If you wish to make representations, please contact XXXX on 01623 455000 / email: [admin@ashfield.notts.sch.uk](mailto:admin@ashfield.notts.sch.uk) as soon as possible. Whilst the governing body has no power to direct reinstatement, they must consider any representations you make and may place a copy of their findings on your child's school record.

PTO



You should also be aware that if you think the suspension relates to a disability your child has, and you think disability discrimination has occurred, you have the right to appeal, and/or make a claim, to the Special Educational Needs and Disability Tribunal (SENDIST). The address to which appeals should be sent is SENDIST, Mowden Hall, Staindrop Road, Darlington DL3 9DN.

You and XXXX are requested to attend a reintegration interview with Mr Carter, Assistant Head Teacher and XXXX , Achievement Leader at Ashfield School on XXXX . The purpose of the reintegration interview is to discuss how best your child's return to school can be managed. Failure to attend a reintegration interview will be a factor taken into account by a magistrates' court if, on future application, they consider whether to impose a parenting order on you.

You also have the right to see a copy of XXXX school record. Due to confidentiality restrictions, you will need to notify me in writing if you wish to be supplied with a copy of XXXX school record. I will be happy to supply you with a copy if you request it. There may be a charge for photocopying.

The Parent Partnership Service gives advice and support to parents who consider their child has special educational needs. The Parent Partnership Service can be contacted on 0115 948 2888. You may also find it useful to contact the Advisory Centre for Education (ACE) – an independent national advice centre for parents of children in state schools. They offer information and support on state education in England and Wales, including on exclusion from school. They can be contacted on 020 7704 9822 or at [www.ace-ed.org.uk](http://www.ace-ed.org.uk).

XXXX suspension expires on XXXX and we expect XXXX to be back at school on XXXX.

Yours sincerely



Mr J Maher  
Head Teacher

