

Every Day Extraordinary

Ethos

The simple message of Every Day Extraordinary is promoted at every opportunity and used throughout all aspects of life within the academy.

At the core of our ethos are the valued positive relationships between staff and students and we are proud of our friendly and purposeful atmosphere. Acknowledging and rewarding excellent behaviour, hard work, personal responsibility and participation are all integral to our high levels of achievement. We are a fully inclusive academy and believe that all members of the Ash Green School community deserve a safe and welcoming experience. As such, we have a zero-tolerance approach to bullying and unkind behaviour. This Policy sets out to ensure that all students are able to access our vision.

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A) Promoting High Expectations

1. **Achievement Points** – These are used by all staff to reward such areas as excellent effort, academic achievement, excellent progress, mature behaviour, helping others, etc.
2. **Values Commendation** – Awarded for going above and beyond – anyone can nominate any student for this reward at any time if they feel they are deserving.
3. **Head of Department Commendation** Subject awards are awarded termly for outstanding students.
4. **Rewards Assemblies** – Held at the end of each half term within each Year Group to recognise and celebrate success. A variety of achievement points are given out based on excellent effort, progress and exemplary behaviour and attendance.
5. **Attendance/Punctuality Awards** - Separate awards are given for excellent attendance and punctuality, awarded once a term across the academy (11-19).
6. **100% attendance reward** - Termly and end of year.
7. **Recognition of Student Improvement**

8. **Communication with parents and carers** – All members of staff are encouraged to communicate with students and families to celebrate the successes of their child(ren) at the academy. Parent Evenings are held for each year group with their subject teachers to discuss positives and any areas for development to ensure the student is reaching or exceeding their potential. Parents are encouraged to contact the academy whenever they have a concern rather than waiting until the next Parent Evening.
9. **Student Council** and Student Voice – The academy's student council contributes to the day to day running of aspects of the academy. They are given opportunities to contribute to new systems, identify needs and act as role models for the whole academy community. All students are encouraged to be a part of this team or contribute their views via regular student surveys.
10. **In the Classroom** – All staff are committed to providing a supportive atmosphere, based on mutual respect and improving motivation and confidence levels by the sensitive use of verbal praise and constructive written feedback in subject books.

B) Focused Strategies to support Positive Behaviour

A range of strategies are in place to encourage students to develop mature and responsible learning behaviours which allow all students to achieve their potential, both academic and socially and emotionally.

1. **Seating plans:** Seating plans are used to ensure that learning is optimised through targeted supported peer arrangements.

Behaviour Points: Staff are required to log behaviour points on the on the academy system (Abor) so that patterns of behaviour can be monitored, and parents/carers can be informed (where necessary) with appropriate reformatory action being taken. We believe that all students at Ash Green School deserve distraction free lessons and as such we operate a 2-strike system in classrooms. On the first instance of unwanted behaviour (talking, calling out, distraction etc (see appendix)) students will be given a warning and a reminder of why the behaviour was unwanted.

On the second instance, the student will be asked to go to the Reflection room.

2. **On Call:** If a student has worked through the classroom expectations and has refused to move to Reflection, On Call will be called to remove the student from the room. This will result in a suspension being issued with the student completing Reflection upon their return.
3. **Suspension:** Serious and persistent breaches of the academy behaviour policy may result in a student receiving a Suspension. The academy will endeavour to do what they can to avoid suspension, however disruption to the calm running of the academy is viewed as a significant concern. Non-compliance with staff instructions, following an opportunity to resolve their behaviour will result in a suspension. Where the suspension is for 0.5-2 days, the readmission meeting may be able to take place via a phone call or Teams meeting. Following more serious incidents or following sustained incidents of unwanted behaviours, a readmission meeting will be scheduled to allow academy leaders to discuss the nature of the behaviour and subsequent support.
4. **Pupil Disciplinary Committee:** For students who meet or exceed 15 days of Suspension within any one term, the governors will meet with the family, Head of School and relevant Pastoral Manager to discuss the latest suspension. This is designed to enable next steps going forward to support the student and to prevent a permanent expulsion.

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5. **Permanent Exclusion:** This will only be used in the most extreme cases where all other options have been considered. In line with the Academy Trust's Articles of Association and schemes of Delegation, the decision to exclude will only be made by the Principal. A decision to exclude a student permanently will only be taken in response to serious or persistent breaches of the Behaviour for Learning Policy.

C) Other Supportive Strategies for Improving Behaviour

- **Reports:** For some students monitoring in the form of a report can promote positive behaviours. Students can be placed on report by tutors, pastoral leaders, Heads of Department and Senior Leaders. Parents and carers will be informed when a report has been issued and will take the time to ensure that all stakeholders understand it's purpose and expectations.
- **Contact home:** More serious misdemeanours or ongoing issues will result in contact home. Where necessary, parents/carers will be asked to attend meetings in the academy to address serious or persistent negative behaviour.
- **Pastoral Intervention within the academy day:** Small groups of students or individuals may be withdrawn from lessons to work towards specific targets to improving their behaviour, social and emotional needs and work output in the academy. Recommendations for this support are made via the Pastoral team.
- **Pastoral Support Program (PSP):** Students identified as requiring additional support may be placed on our phased Pastoral Support Program
- **Alternative Provision and setting:** A small number of students who demonstrate more significant challenges with behaviour in the wider academy and/or classroom settings, may be offered education with alternative providers/schools in order to support and improve behaviour. Parents/carers are fully involved with the decision to support their child in this facility and will be required to attend an entry and exit meeting along with attending 6 weekly review meetings.

For some students all academy based resources and provisions have been utilised without impact and full time education is no longer appropriate at the academy.

Therefore more long term provisions can be applied for by the academy through the relevant Local Authority to support those at risk of permanent expulsion.

D) Reflection

Where a student fails to meet the conduct expectations in lessons or during non-lesson time (see appendix) the student will be sent to the Reflection room, in most cases students will need to make their own way unless collected by a member of staff. If a student fails to go to Reflection, or fails to meet the expectations of Reflection, this will result in a suspension. Following any suspension, students will attend Reflection.

Reflection will last for 5 lessons plus an additional 30-minute detention after the academy day (3.10pm- 3.40pm). If students complete 3 outstanding lessons, they will be allowed to complete Reflection early. Reflection may be completed over 2 days depending on when the initial incident took place e.g., if a student is sent to Reflection during P3, they will complete P3, 4, and 5. Then complete their detention. The following day the student will complete lessons 1 and 2 before returning to normal lessons.

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Where the initial incident takes place after the start of P4, the detention will be completed the following day. Parents/carers will be informed via SMS and email when their child has been sent to Reflection.

At lunchtime, all students will remain in the Reflection room and eat lunch at their desks. Students who normally eat in the canteen will have the opportunity to order food.

While students are in Reflection, they will be expected to complete work against a set curriculum. The work has been set by Heads of Department and as such will follow the topics being delivered in normal lessons. This means that student learning is unaffected and, in some cases, provides an opportunity for targeted support.

With regard to expectations in Reflection, the rules are simple and clear:

- 1) Students will hand in mobile phones, these will be stored securely and returned at the end of the designated period in Reflection
- 2) Students will complete their own Reflection of what went wrong for them on this occasion
- 3) Students will work in silence, not turn around or distract others
- 4) Students will strive to complete 3 sides of high-quality work for each hour of Reflection they attend
- 5) Students are polite, courteous and respectful

Where a student fails to meet expectations and staff have used the above process, a suspension will be issued and the student will be expected to complete a day in Reflection upon their return.

E) Mobile phones, headphones, earphones

The academy approach to the above is that they should not be seen or heard. The academy is realistic regarding students carrying mobile phones and other devices and understand that they are normal items for young people to have on their person. However, in school time they are not to be seen or heard. The recommendation to parents/carers and students is that the school gate is the threshold where phones should be switched off and all devices are placed into bags.

Where students are seen with devices during the school day, they will be asked to hand them in to a member of staff. The student will be able to collect at the end of the day. Failure to hand in devices when asked will see the student sent to Reflection.

Parents and carers are reminded that reception can be contacted at any point during the school day if urgent messages are needed to be passed on.

F) Uniform and appearance

Students are expected to be in full uniform when they attend the academy.

The academy uniform expectation is as follows:

- Blazer
- White button up shirt
- Tie
- Black, tailored trousers. Leggings, yoga pants, jeans/denim and sweatpants are not permitted.

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- Black skirt, non-fitted/non stretchy fabric. No shorter than to the knee.
- Traditional school shoes which are made of a polishable material such as leather. Trainers are not permitted. This includes black trainers. Brands such as Nike, Adidas, Puma, Reebok, Converse etc are not permitted.
- Hooded sweatshirts are not permitted. Students found to be wearing these will be asked to hand them in. They will be returned at the end of the school day.

If you are concerned regarding uniform or need support in purchasing missing items, please contact your relevant Pastoral Manager who will be able to support you further.

Hair

Students should not arrive to school with extreme non-natural hair colours. Where a student does attend the academy with dyed hair, it will be at the discretion of the Principal to decide if it is appropriate or not.

Jewellery

Students may wear a necklace which should be worn under uniform and may wear a watch. These will need to be removed during PE lessons.

The following piercings are acceptable:

- A set of plain, ear studs, a maximum of one in each ear.
- A plain stud in the nose.

Any jewellery worn outside of the above will be deemed a uniform infringement and failure to remove it will lead to further sanctions.

Nails

False nails are unacceptable and present a health and safety risk within the academy. Students should not wear any kind of nail varnish whilst attending the academy. If students arrive to the academy with nail varnish or false nails, they will be given an opportunity to rectify the situation. Refusal to remove will be viewed as a uniform infringement and may lead to further sanctions.

G) Classroom Expectations and Process

Staff receive regular training opportunities for improving and developing their behaviour management approaches within the classroom. Our practice at AGS recognises the need for a formal consequences ladder, but adds 'invisible steps' and modelling of good behaviour between each stage to promote positive relationships and de-escalation. The primary aim of the academy is to improve and modify student behaviour to ensure that students build resilience for coping with new and challenging situations.

Equally, the academy recognises that unwanted classroom behaviour is usually exhibited by a minority. Our systems ensure that students have a clear opportunity to modify behaviour when things go wrong but further interruption will not be tolerated. At AGS we have a strong belief that all students should have access to uninterrupted learning opportunities, and equally, our teachers should be able to teach.

The below list are some of the things staff are encouraged to do to promote good behaviour between stages. This list is not exhaustive and should not be treated as a process:

- Praise those demonstrating desired behaviour/actions
- Reminding/modelling what good behaviour looks like
- Keep language simple and/or reinforce with non-verbal cues

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- Allowing take up time following a warning
- Giving eye contact
- Reaffirming the task and/or the behaviour required
- Face Saving – Quiet encouragement
- Positioning yourself where the poor behaviour is demonstrated
- Addressing the student by name

Incidents of Behaviour	Academy Behaviour Level	Actions/Response
First instance of undesirable behaviour	1 st Strike	The student is reminded that their behaviour is not appropriate and a warning is placed on the board
Second instance of undesirable behaviour	Removal to Reflection	Despite the warning, the student has impacted Teaching and Learning for a second time. The student will go to Reflection and complete 5 lessons and a 1 hour detention. Please see the above section relating to Reflection

H) Behaviours, Sanctions and Tariff

The list below is not exhaustive and the academy reserves the right to apply the sanction which is deemed most appropriate.

Behaviour	Possible Sanctions	Imposed by
-2 strikes in class of unwanted behaviour impacting on Teaching and Learning- including but not limited to: <ul style="list-style-type: none"> - Late to lesson (after 5 minutes/before 8 minutes) - Lack of work/effort - Talking/calling out - Being out of seat - Graffiti in books/lack of care - Distracting others - Device seen/heard - Eating/chewing gum -Truancy- Out of lesson after 8 minutes -Poor corridor behaviour -Littering/vandalism -Being in an out of bounds area during social times -Unresolvable uniform infringement	Reflection	Any member of staff



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<ul style="list-style-type: none"> • Failure to comply with a reasonable request from a member of staff. • On call being required- e.g. refusal to leave a classroom • Failure to attend Reflection (within 8 min of initial referral) • Failure to comply with the expectations in Reflection • Sexual harassment- Persistent use of sexual language towards another student or member of staff • Verbal abuse/direct swearing at a member of staff. • Wilful vandalism/damage to property. • Bullying behaviour-Homophobic or racist bullying. • Smoking/vaping on site and/or be in possession of cigarettes, tobacco and/or vaping paraphernalia • Bullying behaviour- Persistent bullying behaviour including online/cyber bullying. • Theft. • Making a false allegation against a member of staff. • Significant behaviour which potentially brings the Academy name into disrepute. • Persistent defiance or disruption. • Bullying behaviour- Assaults or second minor assault that is not premeditated or planned. • Serious and/or persistent sexual harassment • Up skirting • Sexual assault • Other serious breaches of academy rules. 	<p>Suspension for either 1, 2, 3, 4 or 5 days.</p> <p>Following a suspension, students will be expected to attend a day of Reflection</p> <p>If a student accumulates 15 days of Suspensions in a term this will trigger a PDC with Governors.</p> <p>Persistent accrual of Suspensions could result in a Permanent Expulsion.</p> <p>Referral to external agencies where appropriate</p> <p>Referral to internal programme to change discriminatory behaviours where required</p> <p>A readmission meeting will be set following suspensions of greater than 2 days in length or where there have been repeated incidents of poor behaviour to discuss next steps and support. For shorter suspensions, academy staff will ensure that a full explanation is given over the phone and provide parents/carers with the opportunity to ask questions.</p>	<p>Principal supported by Senior Leaders in charge of behaviour</p>
<ul style="list-style-type: none"> • Serious actual or threatened physical/sexual assault against another student or a member of staff. • Serious and/or persistent sexual harassment of any student or staff member • Carrying/and or concealing an offensive weapon or an item that could be used as an offensive weapon. • Possession of drugs, drug paraphernalia and/or alcohol related offences • Other serious breaches of academy rules • Making a malicious serious false allegation against a member of staff. 	<p>Permanent Expulsion</p> <p>Referral to external agencies where appropriate</p>	<p>Principal</p>

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<ul style="list-style-type: none"> • Potentially placing students, staff and members of the public in significant danger or at risk of significant harm. • Bullying behaviour- Repeated verbal abuse of staff. • Persistent disruption and defiance that may, or may not, be directly linked to the Behaviour Policy. 		
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NB. A small, identified number of students with SEND are entitled to ‘reasonable adjustments’. They will receive sanctions for their actions, but these will be reasonably adjusted at the discretion of the Principal in collaboration with the SENCO. The academy will ensure that the systems and structures in place will not discriminate or place students at a disadvantage.

I) Remote learning expectations

During occasions where it is expected that there will be a need for learning to be carried out remotely using video. Students should adhere to the following expectations during online video learning:

- To dress appropriately
- Mute microphones (unless asked otherwise)
- Have camera switched on
- Be sat in an appropriate place, conducive for learning
- Not eating
- Use their full name when signing in
- To follow all other aspects of the Academy Behaviour policy

Appendix Item 1

Discriminatory behaviours workshop referral process

Following on from students acting as the perpetrators of any discriminatory behaviours, they will be referred to complete a one hour after school workshop that will focus on changing those behaviours in the future.

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Referral Process



Appendix Item 2

Systems available to students to report incidents of bullying

Report directly to a member of staff

Report via email: NoBullyingHere@ashgreenschool.org.uk

Report directly to an anti-bullying ambassador

Report using the diary room

Report using 'The student voice' app



We never accept bullying behaviour

