



Behaviour Policy

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Behaviour Policy Contents

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Ethos

To function properly the academy must be orderly and student behaviour good. Learning to behave well is an element in the academy's education which Trustees, Executive Board, staff, parents and the public regard as important. We believe that a child's education at Ashcroft Technology Academy, in its widest sense, should prepare him or her to be a good contributing adult citizen.

The rules of the academy support its moral values; treating others as we ourselves wish to be treated; developing personal integrity and honesty. They mark the boundaries of acceptable behaviour, and the positive and constructive rules of conduct which promote it. The rules promote self-discipline and the avoidance of all behaviour which is hurtful or disrespectful to others or infringes their rights, including the legitimate authority of the staff.

Rules build on and encompass the commonly held values of stakeholders in the Academy. The rules in this Policy, both for the Academy, its classrooms, its corridors and its outside environment have been informed by discussions between students and staff. Wherever possible rules will be positive; we have an ethos of positive behaviour management but, as with any system seeking to modify elements of behaviour, sanctions will sometimes need to be applied.

Rules in the classroom will underpin a safe and rewarding learning atmosphere. They will support the majority of pupils who are purposeful and persuade the minority to control their negative drives.

Outside the classroom and on academy premises, rules support the general good order and safety of the whole academy community. They take into account the needs of students for recreation and social interaction, built on a foundation of good order and controlled movement in confined spaces.

The application of rules to the student body when outside the academy is limited to travel to and from the academy and participation in academy controlled visits and activities. Rules seek to promote integrated and harmonious relations with the public and to promote the good reputation of the academy. Additionally, where visits or activities have a direct educational purpose, the rules for behaviour on pages 5, 6 and 7 will also apply.

Ashcroft Technology Academy Standards and Code of Conduct

Throughout each day we maintain a *high standard* whilst we are representatives of Ashcroft Technology Academy. There are seven standards.

Uniform

We expect uniform to be worn smartly and not undermined by hooded tops, sweatshirts or jewellery. Caps should not be worn on health and safety grounds but an approved sun hat may be worn to protect from radiation. Blazers must be worn at all times when students are not in a classroom. They may be taken off, without asking permission, in class or during lunchtime and the standard of uniform will not be expected to be as formal during lunch breaks. Students will be expected to maintain uniform standards at morning break.

Morning Registration

This very important part of the day sets the tone for the whole of the day. During these fifteen minutes, students will either be in Assembly or will be in their form room undertaking a structured activity such as reading, continuing PSHE work or discussing a topical issue with their form teacher.

Lessons

We expect lessons to have a formal start and conclusion, with students going in to rooms quietly and greeting their teacher with 'Good Morning' or 'Good Afternoon'.

Lesson Changeovers

We expect movement by students around a very crowded building to be undertaken cautiously and with consideration for others and students should use the one way system (where employed) on staircases.

Toilets

Students wishing to use toilets during lesson time will need to collect a key fob from the relevant Curriculum Manager who will maintain a record. During breaks, students must leave bags in reception so that they will be allowed to visit the toilets in small groups of 2 or 3 at the discretion of the duty staff member.

Breaks and Lunchtimes

If students are not attending a club they are normally expected to go outside for fresh air during these breaks. Year 7 students should be in West Hill playground with Years 8 and 9 in 'The Pen'. Years 10 and 11 will use 'the Cage' and the area adjacent to Thames Block. Students are not permitted off the site at lunchtime. All supervisors are members of Staff and should be treated with respect. Food should only be eaten in the restaurant. Litterbins should be used.

Overall Standard

At all times, students are expected to behave well and to conform to academy rules.

Code of Conduct

At Ashcroft Technology Academy we believe that:

- everyone should be polite to each other;
- we should respect others and their opinions;
- we should show respect for school property and the belongings of others;
- the school environment should be kept neat and tidy;
- we all have a responsibility to foster a positive atmosphere throughout the school.

Home-Academy Agreement (General) and

Home-Academy Agreement on the use of the Internet

These documents set out the various responsibilities that all three parties - parents, student and school have in education. The documents that each party are asked to sign are in appendices 3 and 4.

Academy Rules

Preparing for the Academy

Rule

Academy Uniform

Uniform must be worn at all times

Equipment

Students must arrive at academy with the necessary equipment and materials for lessons

Food

Prohibited items

Prohibited items are not allowed in student's possession while in uniform

Guidance

All times includes to and from academy
Rationale for uniform and details about uniform can be found in appendix 3

Jewellery in any form is not to be worn
General equipment is listed in the Student Diary
Specialist equipment for some lessons may also be required

Glass bottles, metal cans and chewing gum are not allowed.
Packed lunch should be packed securely and all food should only be consumed in the restaurant.

These are: -

- Cigarettes
- Alcohol
- Offensive weapons and dangerous items such as fireworks
- Harmful items and substances
- Mobile phones
- Bicycles

Travel to and from the Academy

Rule

Representing the academy

Students must behave in a way that reflects the values of the academy

Guidance

This will be done by observing: -

- The Law
- The Highway Code
- Bus company rules
- Showing respect and courtesy to the public
- Respecting property

At the Academy

Rule

Respecting others

Students must show respect to ALL members of the academy community

Guidance

This will be done by: -

- Treating all staff and students with concern and courtesy
- Listening to and acting upon instructions given by staff, supervisors, monitors
- Respecting others' property
- Respecting the academy environment
- Not bullying or fighting
- Moving around the academy in an orderly way.
- Keeping to paths
- Keeping to appropriate playgrounds
- Keeping to the left and walking in corridors
- Being punctual to lessons/registrations as outlined in the academy day
- Waiting quietly for lessons in a queue
- Observing the classroom code
- Using the correct stairs and the one-way system

Failure to follow an academy rule or guide will usually result in a sanction.
Behaving in a *reasonable* way will keep you within the academy rules.

There are some specific rules relating to classrooms and the site on this page.

Classrooms and the Site

1. No student to enter any classroom/laboratory/workshop without an accompanying member of staff
2. No running in any event within the academy buildings
3. Any student requiring use of electrical equipment must first obtain permission and a member of staff be present
4. If any item of equipment is found to be broken, particularly electrical equipment, it should be reported; students must not attempt to mend/fix them
5. Nothing whatsoever should be thrown
6. Students must not play with gas taps/water taps
7. Any accident or injury should be reported to the teacher present and to welfare so that a record can be made
8. Corridors to be supervised by classroom teachers at lesson changeover times
9. Gangways/exits should be free of obstructions barring easy progress – bags for instance should not be abandoned in corridors
10. Harmful substances, for instance correction fluid, must not be brought in to academy, and any reserved for staff usage must be kept safe from students
11. Glass bottles, cans and gum must not be brought in to the academy by students
12. If students are to use any potentially hazardous tool, device or chemical, the hazard must be clearly demonstrated to them, as must the correct usage, and adequate supervision must be provided
13. Correct protective clothing should be worn when using chemicals
14. No swinging/rocking on any chair/stool or desk
15. All potentially hazardous substances, tools or devices must be stored in a secure place
16. Observe safe stacking heights for furniture
17. No equipment to be removed from rooms without permission and students should only carry 'light loads'
18. Students must not interfere with the work or equipment of other students
19. Students must walk around the inside of the buildings in a safe and considerate manner

Attendance and Punctuality

Attendance

Attendance at academy is fundamental to a quality education. Students should expect to be at academy 100% of the time. A register will be taken at the start of each session. There is detail about this Policy in the appendix which specifies the Aims and Principles associated with Student Attendance at school and gives further detail about marking the Attendance Register.

Authorised Absence is absence permitted by the Principal. Parents and other parties *cannot* authorise absence.

Doctors etc. Visits to Doctors, opticians etc. should be organised outside of school hours wherever possible

Illness – Students who are ill, (a common cold, aches and pains and mild headaches do not fall in to this category), should stay at home until they are fit for school. Parents should telephone the academy on the first day of absence and should write a note upon their child's return to school. Keeping a child away from academy is a serious decision, as catching up with their work is often difficult upon return. Student Progress Managers (SPMs) and Learning Mentors (LMs) will not usually allow students to go home during the day as this is inconvenient to parents; however, students who are clearly unfit to carry on until the end of the day will be allowed home.

Family holidays

Family holidays should **not** be organised to take place during academy time. If they are, it is the Principal's decision as to whether they will qualify as an 'authorised absence'. Any holidays taken during Key Stage 4 will not be granted 'authorised absence' status and thus will remain on a student's record as truancy from school, except in exceptional circumstances. It will usually be the case that holidays taken during Years 7 and 8 will also be treated in this way, as these years are crucial for preparation for GCSE years. Where a holiday is agreed, students will be expected to catch up the time they miss from academy through any family holidays taken during academy time, in the academy building, hour for hour missed. Parents must write on the appropriate absence request form, well in advance of **potentially** booking a holiday, if they are considering taking their child out of academy giving explanation as to why the holiday is not being arranged during academy holidays.

Punctuality

Punctual attendance at academy and at lessons is an essential foundation for successful education. It is a necessary pre-requisite for teaching and it helps develop good habits in students. Students are expected to be ready to enter their form rooms by 8:35am each morning; this means that they should be on the Academy site by 08:30. On Assembly mornings, pupils should be seated in the hall at 8:35am awaiting Assembly to start.

Punctuality promotes the general discipline of the academy and is important at the start of each academy session; it is also important at lesson changeovers and Assemblies. It is anticipated that the greater part of good punctuality will be generated by a response of students and parents to the ethos of the academy and the example of teaching staff.

Poor punctuality will be met with a mixture of; sanctions, parental contact and counselling.

It is the policy of the school to create historical data measuring poor punctuality as part of a process aimed at minimising or possibly eradicating the problem.

Procedures

a - Late arrival at school

Students will have their details recorded including the reason for lateness. If the lateness is because of their own lack of preparation they will be given a detention. This will be with the teacher i/c 'lates' if the pupil arrives during registration; for 'lates' after registration the detention will be with the relevant LM.

The daily information will be used to draw up profiles of habitual 'lates' LMs and SPMs will use these for parental consultation. 'Persistent Lates', students arriving after 08:55 and students arriving late on an assembly morning will be given a one hour detention; all others will receive a lunchtime detention.

b - Late arrival at lessons

Teachers should take a register of those students attending their lessons.

Late arrivals are monitored by the Subject teacher. If a student is frequently late, the matter will be referred to the relevant Curriculum Manager (CM) and SPM.

When a student is missing from a lesson for no apparent reason the office should be informed so that the absence can be further investigated.

c - Reintegration

Teachers will make arrangements, so that students can catch up quickly and make progress with current work.

d- Referral

Referral to Educational Welfare Officer (EWO) will normally take place if a pattern of irregular attendance or lateness is continuing or worsening. Reference to EWO may take place if the student's attendance rate falls below 85%.

SPMs address attendance that falls below 90%. If a student does not arrive for school in the morning, parents are automatically informed through a pre-recorded telephone message known as 'truancy call'.

Rewards

Students will receive rewards which take many different forms.

- Personal approval
- Praise e-mails (this should be printed by form tutor and given the student to take home)
- Letter, card or phone call home
- Merits in KS3
- Prize nomination at KS4

Merit system

Students in KS3 may be awarded merits for any action above and beyond the norm. This may be academic or of a social nature. Merits are given at bronze, silver, gold, platinum or diamond. Staff may give a maximum of 2 merits at any one time.

When a student has completed a bronze certificate the form tutor will send home a letter of congratulation.

When a student completes a silver card the SPM will send a letter.

When gold is completed the Deputy Principal (DP) Pastoral will send home a letter.

When platinum is complete the Principal will send home a letter.

When diamond is completed the students will see the principal in person and receive a certificate and a badge.

At the end of term 2, Easter and end of term 5 there will be a draw at each level and for each year group the following prizes will be awarded:

3 Bronze @ £10, 2 Silver @ £15, 1 Gold @ £20, 1 Platinum @£25 – these may be in book token format or cash.

At the end of tem 5 there will also be a Diamond draw of £50

At KS 4 students receive nominations for effort and attainment in each subject. The 10 students with the most nominations receive prizes of £10. Certificates are awarded by subject areas for effort and attainment. Certificates are also awarded for 100% attendance

Sanctions – General Practice

Incidents always fall in to one of three categories: in class, outside class but within the academy boundaries, outside the academy boundaries. Incidents may be reported by: - subject teachers, associate staff, the public, parents, students.

It is desirable that the sanctions imposed should reflect the seriousness of the incident and that recommended sanction levels and guidance should be followed by all staff.

In class there are two main problem areas (a) - Poor or unacceptable behaviour; (b) - Lack of work or effort

(a). Poor or unacceptable behaviour

This should be dealt with immediately by the subject teacher using the following sanctions:

- i. Reprimand verbally or visually by indicating to the student that they discontinue their unacceptable behaviour immediately.
- ii. Send out of class - cooling off period, a MAXIMUM OF 5 MINUTES followed up by a quiet verbal warning outside the room as to what will happen next, OR follow up at the end of the lesson.
- iii. Detention - immediate break/lunchtime detention, which does NOT require notice to be given
- iv. After academy detention - written notification with 24 hours' notice (where the detention is for more than fifteen minutes), which also means parents are notified of their child's behaviour – 'nil-notice' detention for students whose parents have been notified that they are on this list or where a serious issue has arisen that necessitates retaining a student on premises
- v. Departmental isolation - removal from room to another member of staff within the department for a period of time (to be agreed between staff). It is acknowledged that this may be difficult in small departments; however, several smaller departments amalgamating to implement this sanction could overcome this.
- vi. Send for LM using email system or a runner to the office
- vii. Send for Senior Member of Staff – (vi and vii are there as last resorts and should not be used where a student has arrived inadequately equipped for a lesson. It should only be used where the student's behaviour is disrupting the learning of other students, with the behaviour being addressed after the lesson has concluded (see Levels of Response below)):-

It is the class teacher's responsibility to ensure that students serve a detention with them where a student has been removed from the room. Support can be requested from the CM for academic complaints. The SPM or the LM will offer support for pastoral or behaviour based problems. It is the class teacher's responsibility to ensure that students serve the set punishment - where a more serious offence occurs or the student fails to remain behind the Form Tutor and SPM must be notified; they will ensure the child's attendance.

(b). Lack of effort

In the case of lack of work or effort, the CM must be informed. Failure to accept sanctions would then be referred to the relevant member of the Leadership Group (LG).

Outside class but within the academy boundaries

Incidents outside class should be brought to the attention of the SPM or a LM, who will notify the Form Tutor, appropriate sanctions will then be imposed, see Section above concerning 'Poor Behaviour'. It is essential that the Form Tutor is kept informed. A discipline email must be completed and passed to the SPM and LM, who will then inform the Form Tutor of the incident and action proposed. It remains the responsibility of every teacher throughout the academy to challenge instances of poor behaviour that they witness outside the classroom.

Outside the academy boundaries

Parents or members of the public, often in a telephone call to one of the LG, usually report these. Dependent upon the nature of the complaint, the SPM or LM may be required to follow-up the incident, or the member of LG may pursue a resolution. The severity of the sanctions imposed will reflect the seriousness of the incident. It is the decision of the Principal or a member of LG if a student needs to be placed in to ICAS (Inclusive Care And Support unit) or needs to be excluded from school or whether a combination of both is used.

A behavioural policy can only be effective if it is supported and implemented by all staff. Students must also be aware of the range of sanctions available. It remains the class teacher's responsibility to maintain discipline within the classroom, thus creating an effective learning environment. Similarly, any sanctions imposed **MUST** be enforced; ensuring the student serves his or her punishment, which will also act as a future deterrent.

Sanctions – Levels of Response

First Tier

Subject teachers and form tutors address academic and pastoral behaviour issues. Inappropriate hairstyles are identified at this stage with the support of SPMs and LMs and appropriate sanctions applied (see tier 2). Form teachers have a major role, with SPM and LM support. If a student is reprimanded for their hairstyle/length, they should be given 24 hours (with discretion) to effect change, with a detention as well. Detentions should be used for persistent disruption in lessons, where the learning of other pupils is being affected. Teachers' professional judgement should be used and good practice will be reinforced. SPMs and CMs need to be proactive in addressing behaviour issues so that the vast majority are dealt with at Tier one.

Second Tier

Detention imposed by SPMs and CMs to address pastoral and academic issues respectively. CMs address discipline issues and underperformance within their curricular areas. SPMs and LMs address pastoral issues related to uniform, bullying, health, appearance, punctuality/attendance/truancy, persistent bad behaviour; uniform/hair, child protection; aggression (in corridor, class, break-times). CMs, SPMs and LMs need to communicate regularly to ensure that a complete picture of behavioural issues is maintained. Curriculum Area Report Cards can be used in addition to the standard Academy Report Cards, on a more flexible basis.

Third Tier

'LG' detention is used for misdemeanours that have not been successfully addressed by SPMs, CMs and LMs. This level of sanction will be employed for offences such as:

Failure to turn up for a SPM or LM's detention	Failure to have hair modified within 24hrs when directed to do so by an SPM or LM.
Failure to wear uniform correctly when directed to do so by an SPM or LM.	Mild aggression
Swearing	

Students will serve multiple lunchtime detentions in addition to an hour's detention after school. A list of detainees will be made available to staff to enable them to assist in ensuring that students turn up for detentions. SPMs and LMs are to be more involved in communication with parents.

Fourth Tier – ICAS

'Inclusive Care And Support' (ICAS) is an important component of the discipline structure. It enables the maintenance of high standards - good quality teaching and learning can only come when students are going to lessons on the right terms; focused on behaving, participating, learning and doing their best. Teaching Staff will use a range of sanctions including detentions and curriculum area isolation (followed by detention) where there are instances of student indiscipline. ICAS is reserved for more severe behavioural issues or as an alternative to exclusion where it is deemed that it is most advantageous to have the student in academy. ICAS is also used in order to separate a student from the rest of the Academy whilst an investigation is taking place or pending a decision on a final sanction. Professional judgement will always be used when determining the sanction we apply to a particular misdemeanour. If a student is placed in ICAS, he or she spends the day separated from other students in academy. The work he or she would normally do in class (wherever feasible) is delivered to the ICAS so that the student does not fall behind in subject studies. This is closely monitored by LMs. Students placed in ICAS will remain in ICAS throughout break and lunchtime and will have a one-hour detention to serve for every day in ICAS as part of this sanction. ICAS will also employ Saturday detentions as deemed appropriate in order to address students who continue to exhibit unacceptable behaviour. ICAS may be used to address the following offences (although this list is not exhaustive):

where staff have been subject to physical or verbal aggression or have been harassed	where safety has been compromised, eg setting off of fire alarms / extinguishers or other dangerous acts	where disruption has been caused to the running of the academy, or where there has been significant disruption
refusal to conform to lower sanctions	straight forward truancy (+ a detention for every lesson truanted) (academy refusal to be addressed by a multi faceted approach)	Smoking – which is likely to also result in exclusion

Three days is the usual maximum time in ICAS, but this can be extended if the student is a repeat offender and does not show remorse. If a student misbehaves in ICAS he or she has to repeat the entire day and detention. Parents will be informed by letter and over the 'phone of the sanction (LM or SPM). Senior staff will communicate with each other whenever a student is placed into ICAS to ensure consistency – a DP will be responsible for overseeing this. We will involve outside agencies as appropriate with students who are placed in ICAS on multiple occasions and will implement a Pastoral Support Programme as necessary. A summary of a student's ICAS record will be included on a separate sheet in his or her academy report. Information will be given to staff regarding the reason why a student has been placed in ICAS. ICAS students will be fully supervised through the use of LMs in addition to remote and actual supervision by the SPM and the LG.

Exclusions

ICAS does not replace fixed-term exclusions. Fixed-term exclusions will be employed where necessary with a combination of ICAS and fixed-term exclusion for the most serious offences. Permanent exclusion is the final sanction for any child where he or she refuses to adjust to the high expectations set for all of students. Permanent exclusion may be used as a first resort for the most serious of offences.

The fundamental position taken at Ashcroft Technology Academy, is that no student's education may be interfered with by the behaviour of others.

Off-Site Activities

Off-Site activities include any activities where students leave Ashcroft Technology Academy as part of an organised visit. Such examples are fieldwork trips, holiday visits (ski trips etc.), gifted and talented activities and representing the academy in sports teams. All students go through their education at Ashcroft Technology Academy with the right to participate in such trips. Teachers are not, however, obligated to allow students to participate in a trip they are organising if they think the conduct or behaviour of the child may give cause for concern or may undermine the reputation of the academy.

An evaluation will take place when a student is placed in to ICAS as to whether he or she will still be permitted to participate in Off-Site visits (including representing the academy in teams). Where a student is placed in to ICAS more than once it will usually lead to an automatic suspension of his or her right to participate in off-site activities. If a child misbehaves during an academy trip, this is a serious mis-demeanour and is highly likely to lead to him or her being banned from all off-site activities for a calendar year with immediate effect.

If a ban on participation in activities is imposed, it will be in force for one calendar year. This gives the student a long lead-time to prove that he or she can be trusted to behave correctly. It also serves as a deterrent to other students to engage in behaviour which may lead to ICAS or to a trip ban. At the end of the ban period, the student's behaviour will be reviewed. If he or she has not been in ICAS since the ban was imposed and his or her behaviour is generally acceptable the ban will be lifted. If the ban is to remain in place, the review periods will be undertaken termly.

Anti-Bullying

AIM:- to eradicate bullying within Ashcroft Technology Academy.

There is a separate policy dealing in detail with Anti-Bullying.

Mobile Telephones, 'Expensive Personal Possessions' and Other Academy Prohibited Items

Possessions

We are not insured for any possessions that students choose to bring on to the school site. Bicycles are not permitted because the Executive Board considers the traffic to be too heavy and the roads too difficult to negotiate for young people. Mobile telephones and other expensive electronic items are not permitted (with the exception of school visits) as they prove attractive to thieves and make our students vulnerable to opportunists. They also encourage use for social and non-essential purposes which can be disruptive to education. If a student brings in a mobile 'phone and it is seen, staff will confiscate it. Parents must collect the mobile 'phone from the academy; the 'phone being kept for a full 24 hours before release. In cases where the mobile telephone has been confiscated before, it will be retained for 5 academy working days before it is returned as a deterrent to the student. In cases of first offence, depending on the circumstances in which the mobile is being used, it *may* be confiscated for 5 working days. Where legislation permits, the content of the mobile 'phone's memory may be examined in order to support the smooth running of the Academy. Where a student is a persistent offender, the 'phone will be confiscated for increasingly long periods of time. For example, a third offence would result in 10 working days and a fourth offence 20 working days. The academy does not accept the premise that parents wish their son or daughter to have a mobile 'phone with them for 'safety' purposes as Police advice shows that possession of a 'phone makes a juvenile a more likely target of crime than non-possession. In cases where the 'phone may be needed to provide evidence of a misdemeanour (even if the owner of the 'phone has not committed the misdemeanour) the confiscation period may be indeterminate. In such cases the 'phone may be held until the investigation is concluded, until the matter being dealt with is complete or the 'phone may be handed to another authority such as the Police who will then assume responsibility for it.

Where the academy confiscates an item, invariably there will be an ICAS sanction associated with the confiscation. The academy reserves the right to dispose of / destroy items (in line with prevailing legislation) or to require a parent to collect them. Where a student refuses to hand in an item, the student will spend time in ICAS until the item is handed in and may be excluded for non-cooperation and failing to observe Academy rules. If a 'phone has not been collected one month after it was available for return, it will be disposed of and no compensation will be payable to the owner.

During P.E. lessons, students may hand in valuable items (eg. watches and cash) to be looked after by their teacher. If an item is not handed in, the school will **not** accept responsibility for it. Where an item, such as a watch, is given to a member of staff, (or is confiscated) we will accept a limited liability for the item. We will indemnify *up to* a total value of £30.00 and will only expect to take responsibility for up to £5.00 for cash. We will make reasonable endeavours to lock changing facilities. However, we do not guarantee security of clothes and goods in changing rooms. Where there is theft (or our loss), and we accept liability, we will only make a goodwill gesture payment up to a maximum total of £30.00 (£20.00 maximum for any one possession and £0 for mobile telephones or other expensive electronic items which students should not have in academy).

As young people habitually walk around with increasingly expensive possessions (such as mobile 'phones, electronic games, designer labels), it becomes incumbent upon parents to take responsibility for insuring those items or taking the risk of loss, damage or theft. There are very few instances where students in academy have an item damaged or stolen, but in such cases we will operate on the expectation that a student should only be attending academy with a minimum of expensive items.

Searches

It will be unusual for searches to be necessary at the Academy. However, a 'search wand' is available and this will be used wherever senior staff have suspicions that a student may be in possession of an item that breaks the Academy rules and where they think that the student may not voluntarily reveal the item. The wand will also be used on groups of students where there are circumstances that leaders in the Academy warrant such use. The Police may install a temporary search arch on occasions. The purpose of this is to protect the safety and well-being of students and staff by deterring students from bringing weapons to the Academy.

Pastoral Support Programme (PSP) including Target Cards

Target Card System

Benefits of the system:

- Encourage praise
- Deal in facts
- Present the opportunity for a staff response that is appropriate to the action
- Allows students the opportunity to modify their behaviour
- Utilises technology
- Allows for the tracking of students
- Promotes staff support by CM/SPM
- Encourages a positive teaching and learning environment
- Encourages consistent approach

Target Cards

Target cards are issued to monitor and encourage student progress towards specific learning and /or personal targets. These can be academic or social. It is central to the academy ethos that each student should understand fully and accept the reason for being placed on target card. This means that the person monitoring the card must sit down with the student and talk it through with them. Green and white are the lowest level of target card, then amber then red. Should students fail to make progress off target cards over a significant period then this will prompt a review with parents, tutor and/or subject staff involvement.

Depending on the severity of the misdemeanour, a student might start on an amber or a red card, rather than on the lowest level card. Where a student is returning from exclusion it is at the Vice Principal's (VP)/Principal's discretion whether a student returns onto a card and if so, which colour. Whichever DP is managing the exclusion will be responsible for monitoring the card.

At the SPM's discretion the student may move off these cards at any time, or move up or down a stage, depending on the level of improvement that the student has managed to sustain.

Where cards are issued the student is most likely to benefit when the targets set are:

S	specific
M	manageable
A	achievable
R	relevant
T	time-related

Green

Students on green card will report to their tutor daily. The tutor will monitor progress, allocating rewards and sanctions appropriately. A check will be made with the teacher who has recorded 'not met' through the e-mail system, so that clear evidence emerges. The tutor will keep the SPM and the parents informed of progress: this can be by telephone (record kept of call) and e-mail.

No student will move up to the next level without consideration being given to the circumstances of the 'failure to meet' the target.

Amber

Students moved onto amber card will see the SPM by arrangement, daily. The SPM will offer appropriate rewards and sanctions. (Similar checks and sanctions as for 'green' card will operate.) The SPM will keep the VP/DP well informed. No student will move to red card without full consultation between SPM and VP/DP.

Red

Students on red card will report at the end of each day to the AP responsible for pastoral matters to de-brief. Once a week the DP (pastoral) will consult the SPM to review progress. Should the red card fail then the parent will be asked to meet with the VP/DP (pastoral) and SPM to agree what action can be taken at college and home to encourage the student to progress off the card. Should failure continue to build, instead of

success, other strategies including counselling, anger management workshops, community work or support of the learning mentor may be introduced.

White

Where there have been issues of truancy and or punctuality to school or lessons a white card is issued. (The process on monitoring and supporting then falls into the green card category).

Pink

Pink cards are used where the student requests to be placed on card to help him/her achieve his particular target.

Why PSPs

PSPs are designed to promote a partnership between the Academy, student and parent to overcome barriers to learning and to reduce the risk of permanent exclusion. Students who do not respond to school actions to combat disaffection may be at serious risk of permanent exclusion which may lead to criminal activity, and may need longer term intervention to keep them from dropping out of education altogether. Teachers should actively identify such young people. Each one will need a PSP planned to involve external agencies as necessary.

Main Principle of the PSP

The PSP is an academy-based system of intervention to help individual students to manage their behaviour better. It will, in particular, be needed for those whose behaviour is deteriorating rapidly. The PSP should identify precise and realistic behaviour outcomes for the student to work towards. A nominated LM will oversee the PSP. It should be short and practical and administration should be kept to a minimum. A PSP should be considered for any student who has several periods of ICAS and / or more than one fixed period exclusion, or who has been identified as being at risk of failure at academy through disaffection. The SPM and appropriate member of LG will make this decision. This is not a replacement for the Individual Education Programme (Special Needs).

Setting up the programme

The programme needs to be agreed with the parents, who will be kept informed about their child's progress on a regular basis.

To set up a PSP, the academy should invite the parents to discuss the causes for concern and what is reasonably required of the student to put right the situation, both academically and socially. Any student placed on a PSP will also be placed on the caseload of the LM.

The five stages of the PSP

STAGE A

- The LM monitors the behaviour of a particular student over a period of two weeks or more. He will be placed on a Target Card. A poor target card will lead to a detention at the end of the day.
- During this time staff may also be asked to fill in information slips and form tutors will compile an evidence file using the target card and email.
- **Failure to complete these reports satisfactory will progress the student to Stage B. Success means that the student will be taken off the PSP programme**

If a student is continually being placed on Stage A [more than twice in a term], the SPM will consult with the appropriate member of LG as to whether that student should move straight to Stage B.

STAGE B

- The form tutor asks the SPM to put the student on Stage B.
- The SPM/LSA/LM arranges to interview the parents to draw up a Behaviour Contract (see Appendix 1), in which the parents/guardians are actively involved in setting two or three achievable target behaviours, which have agreed outcomes in the form of home-based rewards and sanctions.
- The emphasis at this stage should be on rewards for good behaviour.
- The process will be monitored for four weeks.
- SPMs will provide daily report sheets to the form tutor/LSA who will monitor progress and add to the evidence file.
- The SPM will refer the student's name to the LG.
- **Failure to complete these reports satisfactory will progress the student to Stage C. Success will mean that the student drops back down to Stage A.**

STAGE C

- The LG and SPM will interview parents.
- New target behaviours will be set and the Behaviour Contract will be re-drafted.
- Rewards and sanctions will still be applied by the parents, but this time the emphasis is on more severe sanctions.
- The SPM may request SEN Support or lesson observations.
- External Agencies may be requested to intervene.
- Sanctions may include regular detention or internal exclusions, including ICAS.

- **Failure to demonstrate an improvement will lead to progression to Stage D. Success will mean that the student drops to Stage A. (Still on Report, but with opportunity to finish Report in two weeks.)**

STAGE D

- The LG will meet parents and student and rewards and sanctions will be reassessed.
- The LG will monitor the student daily.
- Failure to moderate behaviour may lead to internal or fixed term external exclusion from school – whether or not the student is excluded, he or she will be referred to the Governors' Discipline Sub-Committee.
- Outside agencies may be involved and a period at a Student Pre-exclusion Referral Unit will be actively considered.
- Modifications to the student's curriculum may also be considered.
- **If there is no demonstrable improvement over a four-week period the student is likely to be progressed to Stage E. If there is improvement, the student will drop down to Stage C.**

STAGE E

- The student and parents are referred to the academy governors' discipline subcommittee with a recommendation for Permanent Exclusion from school.

The use of outside agencies may include (as appropriate):-

- Social Services Departments,
- Child and family team,
- Housing departments,
- Careers services,
- Voluntary organisations and the Youth Service,
- General Practitioner,
- Education Psychologist,
- Bereavement / alcohol / drugs dependency specialists
- Academy Counsellor
- Academy nurse

The weeks referred to at each level provide guidance and are not absolutes.

When looking at setting up PSP's we may want to consider:-

- Literacy/numeracy skills – set up a remedial programme,
- Changing the child's teaching set or class,
- Jointly registering the student at the school and a Pupil Referral Unit,
- Managed move to another school/possible trial at another school,
- Learning Support Unit

Glossary:

LG – Leadership Group

SPM – Student Progress Manager

LSA – Learning Support Assistant

SEN – Special Educational Needs

IEP – Individual Education Programme

LM – Learning Mentor

Appendix 1- Behaviour Contract

Name	
Form	
Date	

I have discussed my behaviour in class with the following people:

The following table shows the problem areas we have identified and what I intend to do about each one:

	<u>Problem Area</u>	<u>Solution</u>
1		
2		
3		
4		
5		

I think my teachers can support me by:

1	
2	
3	
4	
5	

The following people are involved in helping me to improve my behaviour:

Signed _____ Form Tutor

Signed _____ Student Progress Manager

Signed _____ Leadership Group

Signed _____ Parent

I agree that my progress needs to be monitored day by day and therefore I will need to carry with me a Pastoral Support Report which I must present to each of my subject teachers at the start of the lesson.

I will also present the report in academy to my liaison member of staff and to my Parent for signing.

Signed _____ Student

Date _____

Appendix 2 - Attendance

Aims:

- to share the responsibility for promoting academy attendance amongst everyone in the academy and the broader community;
- to encourage some students to attend academy more regularly by the implementation of specific measures, e.g. contacting parents the same day when reasons for absence are unknown or unauthorised.
- to reinforce good attendance and to encourage improved attendance by using such measures as formal rewards

ROLES & RESPONSIBILITIES:

PARENTS:

Parents have the primary statutory responsibility for ensuring that their child attends regularly. In addition to statutory obligations parents have all signed the Home-Academy agreement.

THE PARENTS' RESPONSIBILITIES:

- to ensure their child attends academy regularly and punctually;
- to notify the academy if their child cannot attend for any reason – this is for the child's security as well as administrative reasons;
- to work with the academy and education welfare service to resolve/alleviate any attendance problems or protracted absence;
- to ensure they obtain 'leave of absence' for their child if required during term time.

STUDENTS:

- Students are actively encouraged to attend academy regularly and to arrive punctually at the start of day and of lessons.
- Students should inform staff if there is a problem that may lead to their absence, e.g. bullying, racism, etc.
- Students should use their best endeavours to pass on absence notes from parents to their tutor and to pass academy correspondence to their parents.

THE Trustees and Executive Board:

The Trustees through the Executive Board are legally responsible for the attendance register. The Principal manages the day-to-day running of the academy and in so doing takes responsibility for the day-to-day implementation of this policy.

THE PRINCIPAL:

The Principal will tell the LA if a student fails to attend regularly. The academy itself will have made and recorded efforts to address the non-attendance through:

- action by the Attendance Secretary, as part of their day-to-day duties;
- involvement of others within the academy, e.g. SPM, LM, LG or Principal
- contact with parents.

Referral to the EWO would normally take place if:

- a pattern of irregular attendance or lateness is either continuing or worsening;

Referral to the EWO *may* take place if:

- the student attendance rate falls below 85%.

The Principal will also maintain two registers:

- an admission register (known as the school roll)
- an attendance register. This will be taken twice a day; once at the start of the morning session and once at the start of the afternoon session.

Attendance Secretary

- If a student is absent without explanation when the register is called, the attendance secretary will contact the parents the same day wherever possible, usually using 'Truancy Call'.

SUBJECT TEACHERS:

- When a student is missing from their lesson for no apparent reason subject teachers should inform the academy office so that the student's absence can be further investigated.

REWARDS FOR HIGH ATTENDANCE AND PUNCTUALITY:

- There is a system of rewarding a high rate of attendance through a 'random draw' where students who have achieved a high rate of attendance over a specific period (both the 'rate' and the 'period' vary according to decisions by members of LG) are entered into a 'lottery' for a number of voucher (and other) prizes. A student who has their name drawn must be present on the day of the draw to qualify for the voucher; if they are not present another name is drawn.

THE REGISTER

Registers should be treated as legal documents – indeed they may be used as evidence in court cases. For this reason they should be retained for a minimum of three years. For each student, the register must be marked either as present or absent. If the student is absent, the register **must** clearly differentiate between whether the absence is authorised or unauthorised by the academy.

Authorised Absence:

Authorised absence is absence with permission from the Principal or other authorised representative of the academy.

Unauthorised Absence:

Unauthorised absence is absence without permission from the Principal or other authorised representative of the academy.

Where a student is absent from school for 20 days and marked as un-authorised, if the academy has tried to pursue the reasons and has not succeeded in getting the student back to school, his or her name will be removed from the roll and the 'home' LA will be notified.

CATEGORIES OF AUTHORISED ABSENCE

For all absences known in advance students should be encouraged to give advance notice and to supply written evidence, such as dental appointment cards, a letter of invitation for interviews, etc.

Illness, medical and dental appointments:

Students should make appointments out of academy hours wherever possible

Special situations and occasions:

Situations such as family bereavement, or the child caring for a sick or disabled family member should clearly be recorded as authorised absence – 'C'.

Student performances:

The Local Authority must licence a student aged 5 – 16 to take part in a public performance. It is for the Principal to decide whether to allow the student, once he or she has applied for a licence, to take time out of the academy day. If such authorisation is given then the absence should be marked with a 'V'.

Approved educational activities off-site:

- field trips and educational visits, in this country and overseas;
- participation in or attendance at approved sporting activities;
- interviews with prospective employers or for a place at a further or higher education establishment (Year 11 only);
- link courses, whereby students attend an FE college for part of the time;
- students receiving part of their tuition off-site at another location while remaining under overall supervision of the home and academy, i.e. a flexible arrangement short of formal dual registration. This can include special tuition for dyslexic children and sick children being taught at home but remaining on roll;
- approved work experience placements.

Family Holidays:

Family holidays should not be organised to take place during academy time. Details of when holidays are likely to be authorised and under what circumstances are specified elsewhere in this Policy.

Study/Exam Leave:

Minimal Study leave will be granted to student preparing for GCSE or A-Level.

Punctuality:

Students are expected to be on time to academy each day. Detailed procedures are contained elsewhere in this Policy.

Appendix 3 – Uniform, Appearance and preparation for the Academy Day

All students are expected to wear academy uniform in Years 7 to 11, which gives them a recognisable identity as students of Ashcroft Technology Academy and masks any inequality in the home circumstances. Uniform, which should be kept clean and smart, adds to students' self-respect and self-esteem as members of a community in which they take pride. Students should travel to and from academy in full and correct smartly worn uniform. Blazers must be worn between lessons but can be removed in lessons without requesting permission. Correct uniform, correct equipment and the lack of prohibited items are seen as basic requirements for the Academy day. Where deemed necessary, the Academy will send students home in order to return correctly prepared for the Academy day. The time it takes them to do this will be made up in detentions after Academy hours.

Blazers, ties and P.E. kit are available from the academy uniform shop. All other items may be purchased from any clothing supplier.

Blazer	-	blue with academy crest
Pullover	-	grey V-necked (Optional)
Tie	-	academy tie
Trousers / skirt	-	mid-grey (no jeans, black trousers or denims permitted)
Shirt	-	White – button to the top, long or short sleeve
Shoes	-	Black (no training shoes permitted) – grey socks, black or grey tights
Coat/anorak	-	Any sensible plain colour (with no significant logos)

Jeans and denims are not permitted at academy or whilst travelling to and from academy. Caps are never permitted (even as part of mufti), although hats, which cover the ears, are permitted in cold weather and sun hats are permitted to provide protection for students from the sun. Hooded tops and sweat-tops are not permitted. Where students wear items that are not permitted, they will be confiscated and a parent will have to collect them. Hair should be of natural colour and should be of a moderate length and style. Jewellery, with the exception of a wristwatch, should not be worn for school. Students not entirely conforming to our uniform standard will, in the first instance, serve detentions until they amend their style.

All uniform should have the owner's name on it

Basic Equipment which must be brought to school each day is part of our uniform requirements:

School bag containing: diary, exercise books for the day, textbooks, P.E. kit (as required – carried in a separate bag), lunch, and pencil case.

Pencil case containing: blue/black pens, pencils, ruler, eraser, protractor, coloured crayons and scientific calculator

Carrying Prohibited equipment is considered being incorrectly prepared for the Academy day and the Academy will send students home to return correctly equipped where necessary.

Physical Education Kit

Pair of trainers **and** Pair of football boots

Pair of football socks	-	Royal blue
Pair of football shorts	-	Royal blue
Rugby shirt	-	White

Indoor 'Ashcroft' T-shirt

Plain navy track bottoms

Ashcroft sweatshirt

Please ensure that it is clearly marked with your son/daughter's name.

Deodorant sticks or roll-on deodorant is appropriate to use. Aerosols should not be brought to school.

Appendix 4 - Home-Academy Agreement (General)

This document demonstrates the various responsibilities that all three parties - parents, student and school have in education. The greater the commitment from each party, the greater the chance of ultimate success for the child

The Parent

I will try to:

- ensure that my child attends regularly and punctually;
- correctly dressed and equipped for work and without prohibited items;
- inform the academy of any problems that may affect his or her work or behaviour;
- give the academy my support in its endeavours to offer guidance on good manners and good behaviour;
- support the academy in its imposition of legitimate and reasonable sanctions;
- offer help and support to my child and the school in all matters related to homework;
- attend parents' consultation events and discussions about my child's progress;
- respond to any concerns the academy may have about my child.

The Student

I will try to:

- follow the academy's rules and its code of conduct;
- do my best at all times in lessons and with homework;
- be punctual, properly dressed and equipped for academy with no prohibited items;
- show respect for adults, other students and the environment;
- use the academy's ICT equipment and the internet by following the rules given to me.

The Academy

We will try to;

- keep your child safe and secure in academy;
- respond promptly and effectively to any concerns you may have;
- send home regular reports with regard to your child's progress;
- inform you of any concerns we may have regarding his or her work or behaviour;
- set, mark and monitor suitable homework;
- keep you informed of the wide variety of activities taking place via our website;
- seek to achieve high standards of behaviour
- encourage your child to achieve the maximum of which he or she is capable;
- provide academy policy documents on request – although many are available on our website

Student's name: _____ Form : _____

Signed : _____ Parent
Student

_____ Principal

Appendix 5 - Home-Academy Agreement on the use of the Internet

- Students are responsible for their own behaviour on the Internet. General academy rules apply;
- The Internet is provided for students to conduct research and communicate with others when this is relevant to work;
- Students must remember that access is a privilege and that access requires responsibility;
- Parents will always be informed if their child's access to the Internet is removed for a period of time;
- Students should not expect that files stored on servers or disks will always remain private. ICT staff regularly monitor Internet use and login codes can be traced to all the Internet sites visited;
- Students should not interact with strangers, nor give out any personal information, such as their name, address or telephone number;
- Students may only access applications/files which are directly available from their desktop. Work files may be brought in on disk or e-mailed to their own account but no applications/programs may be introduced by disk or other means. Students are responsible for their own backups and safe storage of their own data
- The following are **not** permitted:
 1. accessing and/or saving/printing inappropriate material, such as of a pornographic, sexist, racist, religiously intolerant, satanic or violent nature;
 2. sending or displaying offensive messages or images of this nature;
 3. using obscene language;
 4. harassing, insulting or attacking others;
 5. damaging computers, computer systems or computer networks;
 6. violating copyright law;
 7. using others' passwords;
 8. trespassing in others' folders, work or files;
 9. intentionally wasting limited resources;
 10. use of *Internet Chat Lines*.

Student : _____ Form : _____

I agree to use the academy's ICT equipment in a responsible manner and to follow the above rules in the use of the Internet in academy.

Signed _____

Student

Counter-signed _____

Parent