

Ashcroft School



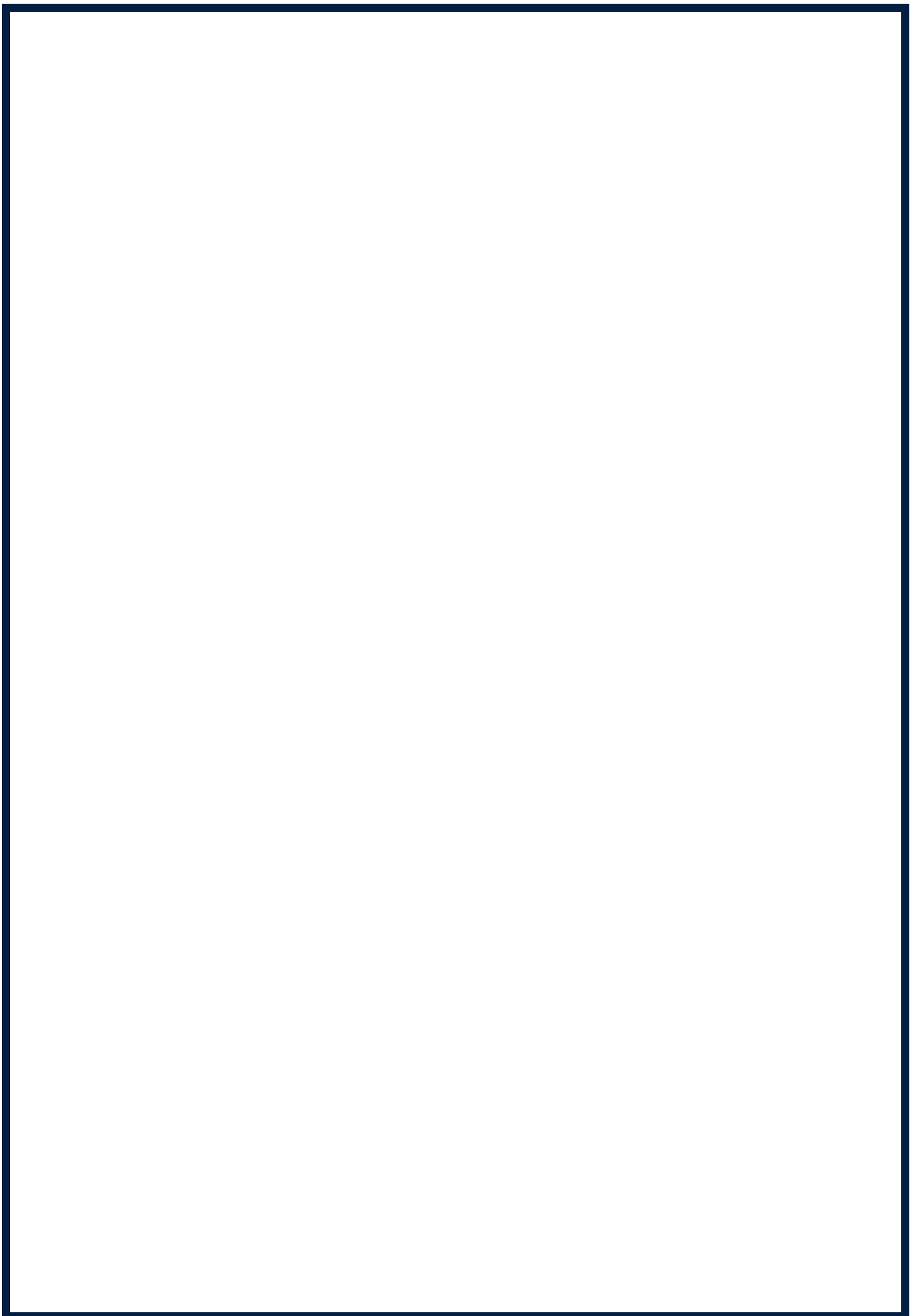
Behaviour for Learning Policy

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1 Ashcroft's Vision and Values

Ashcroft's values are at the centre of the behaviour policy and underpin our intent for behaviour at Ashcroft.

Ashcroft's Vision: Together we have the strength to focus on our future. We will inspire you to believe you can achieve.

Ashcroft's Mission: Together we learn, together we grow, together we succeed.

1.1 Ashcroft's Values

Engagement: Try your best and be inquisitive about your world. Have the resilience to make mistakes, and the tolerance to move on and learn from them. Be proud of who you are and be a positive role model to others.

Respect: Accept the diversity, uniqueness, and individuality of others and have a non-judgemental attitude. Be open to the views of others and recognise the strengths they have. Develop the skill of reflecting on your own actions and the forgiveness of others.

Care: Build positive relationships with peers, staff, and wider professionals. Be reflective and demonstrate an effective restorative approach. Help create a safe and calm environment so that you and others can learn.

2 Our Commitment and Intent

- Ashcroft's Governing Body members and staff of Ashcroft are committed to providing a learning environment which will support the children and young people in our care.
- Ashcroft has very high standards and expectations of our students. Ashcroft believes that all students have the capacity, and the right, to reach their full potential. Therefore, the policy and our practices have been developed to ensure that there is an environment within the school that is conducive to learning, so that all students of all abilities, backgrounds and needs can achieve academic potential and prepare for life.
- Ashcroft recognises the importance of praise and reward. They ensure that each school has a positive climate for learning where praise, encouragement and positivity are the norm. Whilst there are some common threads running through all our schools' rewards policies, they have the autonomy to implement their own strategy.
- Ashcroft believes that students should be encouraged to adopt behaviour that supports learning and promotes positive relations. Poor behaviour and low-level disruption threaten the rights of young people to an effective education and can lead to people feeling unsafe, bullied, intimidated, or threatened.
- This Behaviour for Learning Policy seeks to encourage young people to make positive choices and re-enforces those choices through rewards. The school's rewards system

is based around the awarding of achievement points which in turn leads to post cards of praise, certificates, and other rewards.

3 Implementation

- All community members maintain the school values.
- Quality first teaching.
- This policy is based on an understanding of attachment and the impact of Adverse Childhood Experiences (ACEs) as well as understanding of child development, autism and other developmental disabilities / disorders which may impact on children's ability to manage their behaviour and conform to adult expectations.
- At Ashcroft we recognise that the work we do with children and young people, needs to be rooted in strong relationships and compassionate understanding, and this can have a profoundly positive impact on their future lives.
- Children's attachment experiences also impact on their ability to cope with stress, regulate their emotions and manage relationships throughout their lives. The behaviours associated with these attachment styles may not be evident in day-to-day interactions but will become more evident at times of stress and anxiety. All work at our school is underpinned by the PACE approach and by emotion coaching. The approaches emphasise the importance of playfulness, acceptance, curiosity, and empathy in addressing challenging behaviour. They are founded on the basis that positive relationships and coregulation are the strongest ways of supporting behavioural change. They are grounded in an understanding of brain development and developmental trauma.
- Provide clear guidelines on behaviour through the school rules, the active teaching of appropriate self-regulation of behaviour, and modelling good behaviour and respect for all.
- Train all staff in PROACT SCIPr-UK® ethos of de-escalation which will be used within a Positive Behaviour Support framework. See The Together Trusts' PBS Policy for further details.
- Provide specialist trained staff to provide bespoke support for students with complex behaviour needs. These staff will regularly liaise with our therapeutic and clinical team that comprises of Educational Psychology, Occupational Therapy, Speech and Language Therapy, Play Therapy, Positive Behaviour Support Practitioners, Nursing, and Pastoral Support.
- Ensure students have access to equipment appropriate to their individual learning and communication needs.
- Promote SEMH and SEN as an integral part of the curriculum.

- Implement the anti- bullying section of this policy.
- Promote school leadership through the School Council.
- Celebrate the achievements of all through celebration assemblies and awards evening.
- Record, track and monitor behaviour to identify patterns and quality assure support provided.
- Work in partnership with parents and carers to best support the needs and ambitions of their child.
- This policy specifically outlines our behaviour for learning expectations, consequences of poor behaviour and describes the steps involved in managing student behaviour.
- For some students with special educational needs and disabilities reasonable adjustments will be made to ensure they reach their potential.

4 Effective Classroom Management

Ashcroft School understands that well-managed classrooms need:

- Clear sets of routines that are understood by all pupils. Due to the nature of our pupils needs, they may require individualised supports.
- Timely, differential positive reinforcement to increase the likelihood of future behaviours that are beneficial to the pupil.
- Establish clear proactive strategies and responses for handling behaviours that challenge (Also refer to our PBS policy)
- Encourage respect and development of positive relationships. This includes individualised teacher/ staff greetings.
- Make effective use of the physical space available. The classroom is designed to set pupils up for success.
- Have well-planned lessons with a range of activities to keep pupils stimulated.
- Transitions are carefully planned and supported catering for the individual needs of the pupils.
- Staff demonstrating desirable behaviour is one of the most powerful teaching methods available. Staff at Ashcroft School continuously model respectful and polite behaviour.

- Drawing upon specialist teaching methods and resources to ensure pupils make progress.

5 Impact

- A safe and secure environment for all.
- Students who are happy to come to school and feel ready to learn.
- Most students demonstrate good or better behaviour and follow the school rules.
- Students talk about their achievements and qualities and those of others.
- Examples of students working collaboratively across school and the wider community.
- Students resolving their differences, empowered to apologise and build positive relationships.
- Any incidents of bullying are taken seriously.
- Potential conflict is de-escalated quickly and respectfully.
- Pupils use self-regulation strategies with support and self-selection.
- Incidents of challenging behaviour are responded to with care, respect, and integrity, maintaining the safety of all by following the school care and control policy.
- Students living with challenging experiences feel supported and empowered to overcome barriers.
- Students feel their voice is listened to and valued.
- Parents understand and agree with the school rules.
- Parents work with staff to best support their child.
- Behaviour profiles and active solution plans have a positive impact on behaviour.
- Pastoral staff identify and plan effective behaviour support when needed.

6 Promoting Positive Behaviour

The power of praise, encouragement and reward is acknowledged as a prime motivator in maintaining high standards of behaviour within our schools. Students work better when they

are affirmed for key aspects of the learning process. Praise, reward, and encouragement should feature at all levels of school life.

Ashcroft's praise system shall be applied equitably across the age and ability range. All students value a transparent and fair system that does not simply reward the disruptive for desisting from disruption.

Whilst our schools choose to give points, certificates, and prizes, we recognise that immediate positive praise is highly important and powerful.

7 Reward System

The power of praise, encouragement and reward is acknowledged as a prime motivator in maintaining high standards of behaviour within Ashcroft. Students work better when they are affirmed for key aspects of the learning process.

We use the following methods to praise and reward students.

7.1 Rewards Events

Weekly reward assemblies take place along with larger termly reward assemblies. This ensures that good and improved behaviour is celebrated regularly, and the positive culture is regularly re-enforced. Alongside this schools have additional celebratory events after school where parents and carers can attend.

7.2 Reward Boards

Achievement points will be displayed on reward boards. They will not be used to cancel any sanctions

7.3 Reward System

As part of reflective time at the end of each lesson, points are awarded to each pupil based on the three Ashcroft values: engagement, respect, and care.

The scores are:

0 – not present / not shown

1 – partly shown / observed

2 – fully present / observed

At any other time, all staff can also give spot prizes for any further display of these values. These are given out at the end of the day in the reflection time.

Points are collected through the week, each point equates to 2p and points can be used to purchase items from the 'reward shop' every Friday, or saved for larger end of term rewards.

Items range from small bags of sweets for 15 points, £5 gift cards for 250 points, up to £10 gift cards for 500 points. Students are also asked for their feedback regarding items sold in the 'reward shop'

7.4 Mobile App and Online Access

Staff and students can download the reward app to review progress and items available in the reward shop.

7.5 Medium Term Form Rewards

As a form, when you have collected 800 points per person in total i.e., 6 students in form so $6 \times 800 = 4800$ points, the form can have a chosen reward e.g., treat lunch. Once the target is achieved, the next target is worked towards i.e., 9600

7.6 Long Term Individual Reward

This involves the students working towards a chosen target. This will allow them to automatically collect a 'Gold Milestone' badge which says they have been successful in earning the end of year reward trip.

Those students that don't achieve the 'Gold Milestone' badge will still be able to engage in fun activities on site on the day of the end of year reward trip.

7.7 Accolades

In addition, students can earn extra points through achieving accolades. These are awarded by staff and come with set points. There are accolades for attendance each term – Gold, Silver and Bronze. Awarded by Attendance Officer / SLT.

There are accolades for subject worker of the week, SLT and SLA awards. Each can be earned multiple times and come with bonus points each time and are awarded by teachers.

Positive comments should be left in addition to awarding an LSA or SLT accolade to explain why.

8 Responsibilities

Throughout this policy there is a reference to key pastoral staff who have responsibility for monitoring, analysing, and implementing the Behaviour for Learning systems.

8.1 The Role of the Headteacher

- The Headteacher is responsible for all strategic and operational matters in relation to behaviour.
- The role of Headteacher is to ensure that this policy is applied fairly and consistently across their school.
- The Headteacher will be responsible for reporting to Governing Body on the implementation of the Behaviour for Learning Policy.
- The Headteacher evaluates the success of the policy periodically with pupils and staff.
- With the SLT, monitors behaviour on a weekly basis by reviewing the school's behaviour data and incident logs.

8.2 The Senior and Middle Leadership Team

- The Senior and Middle Leadership team are responsible for setting standards, providing training, and systematically monitoring staff behaviour and its effects on the behaviour of pupils

8.3 Therapy and Specialist Support Team

- The Therapy and Specialist Support Team includes Speech and Language, Occupational Therapy, Positive Behaviour Support, Educational Psychology, and Nursing.
- Therapy and Specialist Support Team are responsible for the modelling and embedding of Tier 1 strategies in classrooms and providing support and advice where required. They will also be responsible for Tier 2 and 3 supports in their own disciplines.
- The Principal PBS practitioner is responsible for the development, implementation, and evaluation of the policy in consultation with The Trust Leadership Team, Head of Clinical Services and the SLT. The Principal PBS Practitioner will work in partnership with PROACT SCIPr-UK® Principal Instructors to monitor PROACT SCIPr-UK® training levels, the use (and reduction of) restrictive practices, changes in national, regional, and local governance and advice around best practice of PBS.
- The Principal PBS Practitioner is responsible for providing complex consultative support for Tier 3 and highly complex or challenging behaviours. They will also act as a 'critical friend' and positively challenge practice to create a reflective and responsive culture.

8.4 All Staff

- All staff are responsible for adhering to this policy by providing behavioural support that is based on the principals of the PROACT-SCIPr model to all pupils within the

school at all times. Every member of staff models socially appropriate behaviour and provides reinforcing and corrective feedback to pupils as required.

8.5 The Role of the Governing Body

- The School Governing Body will be responsible for monitoring the behaviour of students through Governing Body committee meetings.

9 Parents and Carers

We work in partnership with parents and carers to ensure that their children are responsible for their own behaviour in school. We ask that parents agree to our home-school agreement to indicate that they will respect and support the school's policies including encouraging the highest level of attendance, punctuality, appropriately dressed in school uniform and well rested.

We ask parents and carers to work in collaboration with the school and where possible to attend meetings and training that may be beneficial to their child. We ask parents to inform school in a timely manner of any issues or situations which may impact on their child's emotional wellbeing.

Staff at Ashcroft School have regular contact with parents / stakeholders to update them on their child's progress. If parents request a higher level of contact, then this can be facilitated. In addition to regular weekly telephone contact keyworkers also contact parents for their views in advance of MDT meetings (Internal Team Around the Child). This allows parents/carers to share their views including how their child's needs can affect home-life, what is going well and not so well at home, what they want school to focus on in Key Worker Sessions, how school can support further and generally if they have anything to share.

9.1 Home school agreement

Prior to commencing placement, parents will be asked to sign a home school agreement which outlines the responsibilities of the school and the responsibilities of the parent. This agreement will be a list of broad school and specific behavioural expectations which help support a safe school environment for the student, fellow students and staff. Further information can be found in the admissions policy.

10 Behaviour Management

Behaviour Management, De-escalation, and Self-Regulation.

Ashcroft's behaviour management plan is rooted in the values of PBS and PROACT SCIPr-UK®. In line with PBS, PROACT SCIPr-UK® creates a model of behaviour support that when applied to any individual, promotes, and reaffirms good practice. This model focuses on three areas:

10.1 Proactive

Proactive interventions are concerned with teaching or developing new, substitute skills or behaviours and creating supportive and functional environments. This should be at least 70% of time. This might include;

- Quality first teaching
- Structure and routine
- Visual timelines and timetables
- Reward and recognition system
- Proactive movement breaks
- Access to sensory regulation activities and devices
- Motivational rewards
- Increased choice
- Consideration to classroom compatibility
- Environmental alterations
- Differentiated learning materials and lesson planning based on therapeutic assessments and personal preferences

10.2 Active

Active interventions focus on de-escalation of behaviour and calming techniques and attempt to identify any triggers for behaviour crises. This should be 20% of time if necessary. This might include;

- De-escalation strategies based on the principals of PBS, PACE and other therapeutic input
- Movement breaks
- Breakout spaces
- Help scripts
- MDT therapy meetings

10.3 Reactive

Reactive interventions look at what to do in order to safely support an individual through a crisis. Reactive interventions may include physical interventions, which are used as a last resort and are the least restrictive for the least amount of time. No more than 10% of time should be spent working reactively. Please see the PBS Policy for further details.

10.4 Physical Intervention and Reasonable Force

Physical interventions are always a last resort and only to be used after all other strategies have been tried. They are defensive and never offensive. Only staff who have undertaken the relevant PROACT-SCIPr training and have been deemed competent by the facilitators should carry out any physical intervention or restrictive practices. For further information please read the PBS policy.

Please refer to the DfE guidance 'Use of reasonable force' which is advice for Headteachers, staff and Governing Body's. All members of school staff have a legal power to use reasonable force. This power applies to any member of staff at Ashcroft. It can also apply to people whom the Headteacher has temporarily put in charge of students, such as unpaid volunteers, cover staff or parents/carers accompanying students on a school organised visit.

11 Reasonable adjustments

Ashcroft will ensure that students are provided with appropriate support to recognise their individual needs. All staff are provided with detailed information about the needs of the students in their groups, including appropriate strategies and reasonable adjustments to meet their needs, so that the curriculum can be differentiated appropriately.

The reasonable adjustments could include amending behaviour 'triggers' or extending the timeline before exclusion is considered. All students and staff will be supported to understand reasonable adjustments

12 Breach of School Rules

All decisions to exclude are serious and only taken as a last resort or where the breach of Ashcroft's rules is serious. The following are given as examples and is not an exhaustive list, please see the exclusion policy for further details:

12.1 Misbehaviour is defined as:

- Disruption in lessons, on corridors, between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Impolite or defiant behaviour
- Vandalism
- Poor punctuality
- Single instances of behaviours on the Ashcroft severity scale rated 1-2

12.2 Serious misbehaviour is defined as:

- Repeated or persistent incidents of the above
- Any form of bullying or threatening behaviour
- Refusal to hand over a mobile phone when asked to
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Theft
- Truancy
- Fighting or assault
- Smoking, including electronic cigarettes
- Leaving the main site without support
- Multiple instances of behaviours on the Ashcroft severity scale rated 1-2

- Single instances of behaviours on the Ashcroft severity scale rated 3-5
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items such as alcohol, drugs, 'legal highs', bladed weapons and weaponised items, or pornographic material.
- Gambling

13 Behaviour Management and Decision Making

13.1 Severity Scale

Severity can be a subjective measurement based on the experience, confidence, and tolerance of those who are supporting the person. For example, one staff member may be comfortable supporting someone who self-injures by head banging, whilst others may find this behaviour intolerable. The Together Trust has developed a severity scale which can be used to help standardise a severity rating. This scale does not cover all possible outcomes and should be used to develop service specific scales where appropriate with the support of the PROACT-SCIPr Principal Instructors, Principal PBS Practitioner, or Internal Therapies Lead.

This scale may also be a useful tool to ensure that the least restrictive alternatives and relevant therapeutic support is identified at the earliest opportunity.

Severity Rating	Description	Response	Possible Consequence
1	A single occurrence of the target behaviour, lasting less than one minute, no injury to self or others, no damage to property, no support required, the person self-regulated	Complete relevant records on SIMS. Alert form tutor, PBS practitioner, and relevant stakeholders currently involved with the person if a new behaviour.	Restorative conversations Social stories
2	Multiple occurrences of the target behaviour, lasting between one and 10 minutes, no injury to self or others, no damage to property, verbal support required to end 'behavioural incident.'	PBS Practitioners to complete an incident debrief with the staff team and review current proactive, active, and reactive strategies for the person. Update risk assessments and support plans as necessary.	
3	Multiple occurrences of the target behaviour, lasting over 10 minutes, injury to self or others requiring first aid, and or damage to property without intention to cause significant damage. PROACT-SCIPr technique with a ' restrictive component ' is required to end 'behavioural incident'. More specifically, a technique is used to hold or move a person during a ' <i>behavioural incident</i> '.	Complete relevant data collection and internal recording processes. An incident report sheet must be completed on SIMMs. Alert the relevant member of SLT, SENDCO and any appropriate stakeholders. A member of the SLT to complete an incident debrief with the staff team and review current proactive, active, and reactive strategies for the person. If the behaviour was ' <i>managed</i> ' with a PROACT-SCIPr technique with a 'restrictive component' that is not currently on the person's support plan or within the current Training Needs Analysis (TNA), alert the PROACT-SCIPr Principal Instructors to support an incident debrief and review training needs. Update risk assessments and support plans as necessary	Social stories Inform parents / carers Referral to MDT to review proactive, active, and reactive therapeutic / clinical input Formal restorative conversation with the person and their main stakeholder at school. This conversation should include the relevant behavioural lead and SLT member.

		Review EHCP	
4	<p>Multiple occurrences of the target behaviour, lasting more than ten minutes, injury to self or others requiring non-emergency medical treatment, and damage to property with the intention to cause significant damage.</p> <p>A restrictive PROACT-SCIPr technique is required to end a 'behavioural incident'.</p> <p>This includes bullying, harassment, racism, and homophobic comments.</p> <p>This includes behaviour that is reportable to the police, local authority, Ofsted and CQC, for example, drug use; the pupil has left the site, the pupil has been the perpetrator of child-on-child abuse, or a crime has been committed.</p>	<p>Complete relevant data collection and internal recording processes. An incident report must be completed when adding the information to SIMMs.</p> <p>Alert Head Teacher, Assistant Head, SLT, and SENDCO, as appropriate, as well as the Principal PBS Practitioner, Head of Clinical Services, Internal Therapies Lead, and any appropriate stakeholders.</p> <p>Alert the police if relevant</p> <p>Principal PBS Practitioner to complete an incident debrief with the staff team and review current proactive, active, and reactive strategies for the person.</p>	<p>Referral to MDT to review proactive, active, and reactive therapeutic / clinical input</p> <p>Emergency EHCP review</p> <p>Head Teacher and or Executive Head to consider suspension or permanent exclusion in consultation.</p>
5	<p>Multiple occurrences of the target behaviour, lasting more than ten minutes, injury to self or others requiring emergency treatment and or possibly long-term health impact, and damage to property with the intention to cause significant damage.</p> <p>A restrictive PROACT-SCIPr technique is required to end a 'behavioural incident'.</p> <p>Incitement of a group with the intention to bully and harass a person(s), which is likely to have a significant impact</p>	<p>If the behaviour was '<i>managed</i>' with a PROACT-SCIPr technique with a 'restrictive component' that is not currently on the person's support plan or within the current Training Needs Analysis (TNA), alert the PROACT-SCIPr Principal Instructors to support an incident debrief and review training needs.</p> <p>Update risk assessments and support plans as necessary</p>	<p>Referral to MDT to review proactive, active, and reactive therapeutic / clinical input</p> <p>Emergency EHCP review</p> <p>Head Teacher and / or Executive Head is likely to suspend or consider permanent exclusion in consultation.</p>

	<p>This includes behaviour that is reportable to the police, local authority, Ofsted and CQC, for example, drug use or supply; the pupil has left the site, the pupil has been the perpetrator of child-on-child abuse, or a crime has been committed.</p>		
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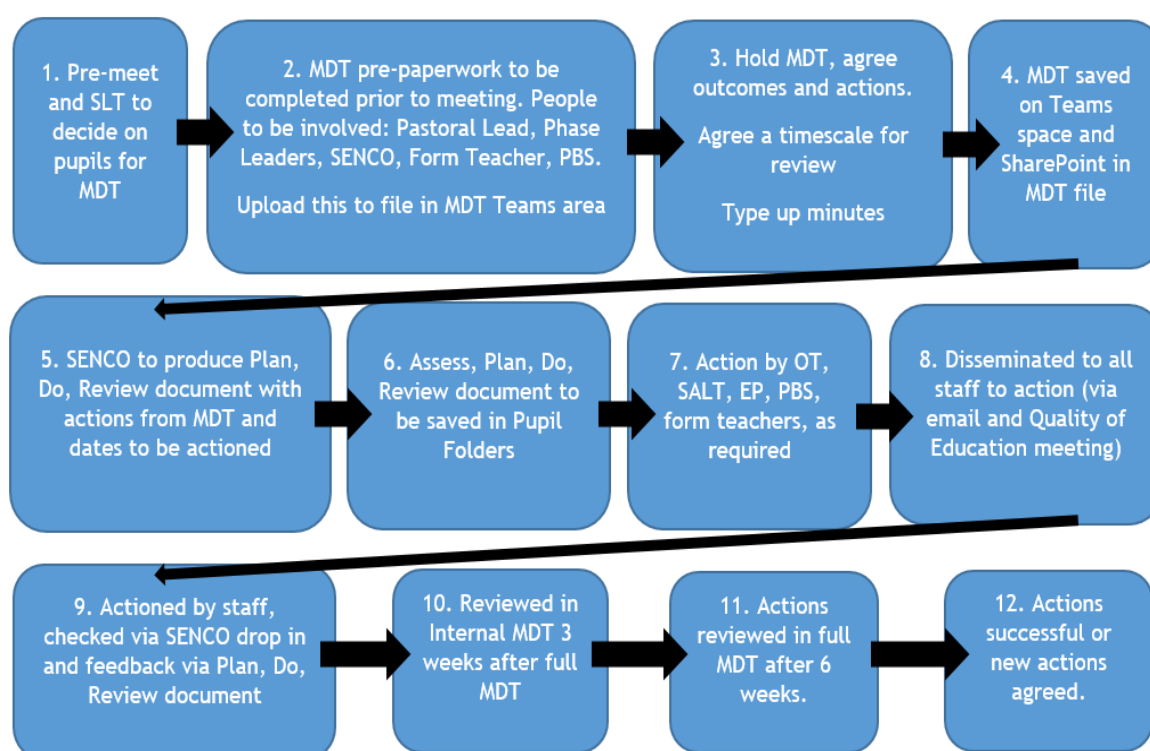
13.2 Multi-Disciplinary Meetings

Bi-weekly MDTs provide an opportunity to proactively collaborate and discuss students that may be finding it difficult to access the curriculum, be displaying a change in health, wellbeing, or emotional presentation, or those that are not meeting the outcomes outlined in their EHCP.

MDTs includes occupational health, speech and language, psychology, PBS, nursing, leadership, and pastoral support. It establishes the strategies, approaches and support that has been provided to date and gives opportunity to:

- reflect on the individual, the environment and current education offer
- identify strategies
- discuss approaches
- highlight training and coaching needs
- initiate referrals
- generate actions

In order for an individual to be brought to MDT discussion consent must be obtained from the relevant stakeholder



14 Mobile Phones and Electronic Cigarettes

Mobile phones and electronic cigarettes are not to be used by students whilst at school. Students are issued with a phone reward card and those that proactively hand their phones in will receive one stamp. Once they have accumulated a specified number of stamps they will receive an immediate small tangible reward.

The use of electronic cigarettes and mobile phones is prohibited by students at Ashcroft. Any student seen using an electronic cigarette or mobile phone will be asked to give it to staff

where it will be stored for the end of the day. Mobile phones will be returned to students, but electronic cigarettes will be returned to parents / carers.

If the student refuse to relinquish the item a call will be made home to the student's parents / carer, and they will be asked to come to school to collect the item. If the parent / carer is unable to come to the school the student will be taken home to hand the item to their parent / carer or it will be posted through their letter box. Once the phone or electronic cigarette is removed, the school day will continue as normal.

If the same student refuses to relinquish their phone or is seen using an electronic cigarette or mobile phone a second time, the same process will be followed with the addition of a 1-day suspension for the following day. A back-to-school meeting arranged with the parents / carer to discuss appropriate supports.

If the same student is seen using an electronic cigarette or mobile phone a third time, the same process will be followed with the addition of a 3-day suspension for the following day. There will then be a back-to-school meeting arranged with the parents / carer to discuss alternative pathways.

15 Searching and Confiscation

Following guidance set out by the Education and Inspections Act 2006 and Screening, Searching and Confiscation – Advice for Head teachers, Staff and Governing Bodies – April 2012, our members of staff are authorised to use confiscation as a sanction if it is lawful. This means that staff may confiscate or seize items in the possession of children that are illegal or banned by the school.

It is our priority to ensure that children are in a safe and secure environment when they are in our care, and any items that may jeopardise the safety of other children or themselves will be taken off children without notice.

Staff or someone who has lawful control of the pupil can search a pupil with their permission to look for any item that the school's rules say must not be brought into school. Head Teachers and other members of staff authorised by them have the power to search a pupil without the pupil's consent if they suspect they are in possession of 'prohibited items'. A metal detector may also be used to support the search of young people, in the attempt to prevent prohibited items from being brought onto the premises.

Prohibited items that can be searched for without consent include, but are not restricted to:

- Knives or weapons
- Alcohol
- Illegal drugs
- Psychoactive substances (formally known as 'legal highs')
- Stolen items
- E-cigarettes, tobacco, and cigarette papers
- Fireworks
- Pornographic images
- Any article that the member of staff (or other authorised person) reasonably suspects has been, or is likely to be, used:

- To commit an offence
- To cause personal injury to, or damage to the property of, any person (including the pupil)

Staff carrying out searches will follow the below protocol.

1. Must not require a pupil to remove any clothing other than outer clothing i.e. any item of clothing not being worn wholly next to the skin or immediately over a garment being worn as underwear.
2. Must be of the same sex as the pupil and may carry out the search only in the presence of another member of staff who is also of the same sex as the pupil.
3. A pupil's possessions (including any goods over which he appears to have control) may not be searched except in his presence and another member of staff.
4. If during a search, the member of staff finds anything he/she suspects of falling within section 15 of the Behaviour for Learning Policy then they should seize and retain these items.
5. Where the person suspected of carrying a weapon is not a registered pupil at the school, or where an incident involving a pupil takes place outside the school premises and where the pupil is not under the control/charge of the school, a search should only be undertaken by a Police Officer.

The Education Act 2011 allows for staff seizing an electronic device to examine any data or files on the device if they think there is good reason to do so. These data or files may be erased before returning the item if they believe there is good reason to do this.

16 CCTV

Ashcroft reserves the right to use CCTV for the purpose of maintaining discipline and managing behaviour. The use of CCTV is outlined in the Information Policy and related legislation.

17 Detentions

As a school Ashcroft does not use detentions to manage behaviour. We take the view that punitive approaches can cause more harm than good, may actually increase behaviours of concern, and damage relationships.

Often arbitrary 'consequences' are put in place in an attempt to regain control and power. Instead, we attempt to understand the context of why behaviour is presenting and teach appropriate replacement skills. The staff team focus on building relationships with the students, proactive and active support to de-escalate situations, and restorative and reflective conversations following an incident.

18 Exclusions and alternatives to exclusions

'Good discipline in schools is essential to ensure that all students can benefit from the opportunities provided by education. The Government supports Heads of Schools in using exclusion as a sanction where it is warranted.' (DfE Exclusion from maintained schools, academies and student referral units in England 2017).

Please see the exclusion policy for further details.

19 Discipline beyond the school site

Parents/carers are encouraged to report criminal behaviour, anti-social behaviour and serious bullying incidents that occur anywhere off the school premises which pose a threat to a member of the public or a student to the police as soon as possible.

If a member of the public, school staff, parent/carer or student reports criminal behaviour, anti-social behaviour, or a serious bullying incident to a school member of staff, the Senior Leadership Team must be informed.

In addition, if the Headteacher considers that the misbehaviour is linked to a child suffering or being likely to suffer significant harm the School's Safeguarding and Child Protection Policy will be followed.

For health and safety reasons, very high standards of behaviour are expected on school residential and day trips. Ashcroft will use the same behaviour sanctions that are applied to incidents of misbehaviour that occur on any School site.

20 Police

Ashcroft will involve the police in matters where criminal activity has taken place or is suspected of having taken place. In addition, Ashcroft will inform the police of any intelligence which may support the police in preventing or tackling criminal activity. A student and his or her family have the right to contact the police if they feel that a criminal offence has been committed.

21 Complaints

Please refer to the Complaints Policy located on our website for details on how to raise any concerns or complaints in relation to this policy.

22 Monitoring and Evaluation

The Governing Body will evaluate the impact of this policy by receiving written data from the Headteacher in his/her written report each term:

- The number of fixed-term and permanent exclusions
- The number of internal exclusions and off-site inclusions at other schools
- Instances of bullying and the action taken.
- Support provided for the victim.
- The number of physical interventions
- The number of behavioural incidents
- Attendance

As part of the review of this policy, the Governing Body will seek feedback from the student voice, staff and parents on the effectiveness of this policy.

It is directly linked to the school improvement plan.

23 Related Policies

This policy has a significant impact on the 'daily life' of The School schools, and as such is linked to several policies. Throughout this 'Behaviour for Learning Policy' there is reference to the following DfE documents, which should be read in conjunction with this policy:

- Exclusion from maintained schools, academies, and pupil referral units in England 2017
- The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012
- Preventing and Tackling Bullying. Advice for Heads of Schools, staff, and governing bodies
- DfE Advice for Schools
- DfE report on peer-on-peer abuse
- Use of Reasonable Force
- Behaviour and Discipline in Schools
- Screening, Searching and Confiscation
- Ensuring Good Behaviour in Schools
- DfE Dealing with allegations of abuse against teachers and other staff
- Positive and proactive care: reducing the need for restrictive interventions 2014
- BILD Code of Practice for the use and reduction of restrictive physical interventions (fourth edition 2014)
- Ofsted Below the radar: low-level disruption in the country's classrooms September 2014
- Behaviour and discipline in schools, Advice for Head Teachers, and school staff February 2014

In addition, there are a number of Together Trust policies linked to this policy, including:

- The Misuse of Illegal Substances Policy
- Admissions Policy

- Exclusion Policy
- Anti-Bullying Policy
- SEND Policy
- PBS policy
- Complaints and Representations Policy
- Equal Opportunities, Equality and Diversity Policy
- Pupil Protection Policy & Procedures
- Staff Induction and Training Policy
- Use of Group Database Policy
- Pastoral Care Policy
- Staff Code of Conduct
- Whistleblowing Policy
- Safeguarding Policy
- PREVENT Policy

This policy links with the Equality Act 2010, specifically The School's responsibility to make reasonable adjustments for students who are considered to have a disability, as defined by the act.

This policy links to the Department of Education's statutory guidance and related legislation including Education and Inspections Act 2006.

Ashcroft reserves the right to apply the DfE guidance above, and any future changes to statutory regulations, in full.