ASHLEY COLLEGE

Behaviour Policy and Procedures
“Ready, Respectful, Safe”

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"Building confidence for the future"

1. AIM OF THE SERVICE

Ashley College aims to provide a continuity of education for children who, for a variety of reasons, are unable to attend current/mainstream school. Delivery of the service aims and ethos is shaped by DFE guidance: *Ensuring a good education for children who cannot attend school because of health needs. Guidance 2013* and *Section 19 of the Education Act 1996.*

We are a small provision currently offering:

- Ashley College - centre for up to 20 KS3 and KS4 pupils at any one time
- Crystal House – CAMHS mental health unit for 5 13-18yrs olds who also have learning disabilities
- Home Tuition Service – teaching pupils aged 5 -16 who are unable to attend their mainstream school or our centre.

Our Ethos

Working with families, mainstream schools, support agencies, clinicians and community to deliver individualised support and teaching & learning.

We strive for nothing short of excellence in all that we do and are never complacent about our achievements; we consistently challenge ourselves to look for ways to improve our practice further to ensure a high level of support and quality of education for the children and young people referred to our provision.

Our vision

- To provide a safe, enriching and nurturing environment, with wellbeing at its heart; where children and young people, can learn, gain confidence and thrive.

Our values

To promote **resilience**, **self-confidence**, **tolerance** and **respect**

2. PURPOSE OF THIS POLICY

This policy sets out agreed measures to support Ashley College staff in managing behaviour so that all staff, families and pupils are clear about the standards of behaviour we expect and ensure that we have a consistent approach and clear behaviour boundaries.

At Ashley College behaviour incidents are low, we have a calm, warm and purposeful school environment. We recognise that inappropriate behaviours are often linked to pupils' mental health needs and anxieties. All staff recognise that behaviour is a form of communication.

We firmly believe that every pupil in our school, whatever their personal circumstances can learn and achieve and whatever their self-perception and previous experiences, has academic and creative potential to become a valuable member of society. The key to learning at Ashley College lies within the quality of the relationships between pupils, their families, staff and the multi-agency professionals with whom we work.

Our vision is to provide our pupils with the confidence, academic progress, and ambition to take the next steps towards a successful and productive life. We are a caring community, whose values are built on mutual trust and respect for all. The school behaviour policy is therefore designed to support the way in which all members of the school can work together in a supportive way. It aims to promote an environment

where everyone feels happy, safe and secure so that people can work together with the common purpose of helping everyone to learn.

When pupils join Ashley College we have a thorough transition and handover process with all professionals around the child to understand their needs and how these can be best met in our setting. We quickly identify and resolve any issues through reflection and discussion. We support pupils in developing coping strategies to help them build resilience and be able to self-regulate, focusing on each day as a new start.

We recognise inappropriate behaviour as a significant barrier to learning so our behaviour policy aims to:

- promote positive behaviour, self-discipline and respect
- apply guidance from the Management Committee's Statement of Principles
- ensure that staff are aware of the strategies they can use to enable positive behaviour
- ensure that pupils know what is expected of them and support them to understand the impact of their actions
- ensure equality of opportunity for all pupils
- promote clear values and a moral code
- ensure fair, consistent and appropriate sanctions when necessary
- prevent bullying
- encourage pupils to focus on their learning
- promote parental support and involvement

3. LEGISLATION, STATUTORY REQUIREMENTS AND STATUTORY GUIDANCE

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

- Behaviour in schools: Advice for Headteachers and school staff 2022
- Searching, screening and confiscation: Advice for schools 2022
- The Equality Act 2010
- Keeping Children Safe in Education
- Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement Guidance for maintained schools, academies, and pupil referral units in England September 2023
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- The Data Protection Act 2018, the UK GDPR, and the Data (Use and Access) Act 2025]

It is also based on the Special Educational Needs and Disability (SEND) Code of Practice.

In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88 to 94 of the Education and Inspections Act 2006, which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property

4. DEFINITIONS

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

Serious misbehaviour is defined as (all such incidents mandate a safeguarding response):

- Repeated breaches of the school rules
- Inappropriate use of social media
- Any form of bullying
- Making or sharing of nudes or semi-nudes this also covers images that are digitally altered or wholly generated by artificial intelligence (e.g., deepfakes)
- Sexual violence, including:
  - Rape: non-consensual penetration (however slight) of the vagina, anus or mouth with a penis
  - Assault by penetration: non-consensual penetration (however slight) of the vagina or anus with any part of the body or object
  - Sexual assault: non-consensual intentional sexual touching
- All sexual offences where the victim is under 13 years old (as children under 13 can never legally give consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature (this includes sexual comments, sexual jokes or taunting, physical behaviour like interfering with another person's clothes, online sexual harassment, sharing of nude of semi-nude images or sharing explicit content)
- Vandalism
- Theft
- Fighting
- Smoking or vaping
- Racist, sexist, homophobic, transphobic, misandry or discriminatory behaviour
- Modern slavery
- Financial exploitation
- Possession of any prohibited items (this includes knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, vapes, pornographic images)

5. BULLYING

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, teasing
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence

TYPE OF BULLYING	DEFINITION
Prejudice-based and discriminatory, including: Racial Faith-based Gendered (sexist) Homophobic/biphobic Transphobic Disability-based Misandrist	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set-out in our Anti-bullying Policy.

6. ROLES AND RESPONSIBILITIES

We regard positive behaviour as the norm and our Management Committee, families, pupils, and members of staff as responsible for promoting it:

The Management Committee

The Management Committee is responsible for:

- Reviewing and approving the written statement of behaviour principles
- Reviewing this behaviour policy in conjunction with the Headteacher
- Monitoring the policy's effectiveness
- Holding the Headteacher to account for its implementation

The Headteacher

The Headteacher is responsible for:

- Reviewing this policy in conjunction with the Management Committee
- Giving due consideration to the school's statement of behaviour principles
- Approving this policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring that the policy is implemented by staff consistently with all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully

- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see Appendix 1).

Teachers and staff

Staff are responsible for:

- Creating and maintaining a stimulating environment that encourages pupils to be engaged
- Display the pupil Code of Conduct in classrooms
- Develop a positive relationship with pupils, which includes:
  - Greeting pupils at the door as they enter the classroom
  - Establishing clear routines
  - Communicating expectations of behaviour in verbal and visual ways
  - Highlighting and promoting positive behaviour
- Concluding the day positively by ensuring all pupils write in their two positives for the day
- Having a plan for dealing with low-level disruption
- Using positive reinforcement
- Using a trauma-informed approach
- Commitment to starting each day afresh
- All staff members (including those not working directly with children) must read Part 1 of Keeping Children Safe in Education 2026 in its entirety during their induction and annually thereafter. Staff will be required to sign to confirm they have read and understood this guidance.

The senior leadership team (SLT) will support staff in responding to behaviour incidents.

Families

- Families during induction will be guided through Ashley College's behaviour policy and Code of Conduct and how to reinforce it at home where appropriate
- Will support their child in adhering to our Code of Conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with their child's link tutor as appropriate
- Work together with the school in implementing strategies following a cause for concern
- Make the Deputy Headteacher (Pastoral) aware of any concerns about the management of behaviour as soon as possible
- Where ever possible support and participate in the life of the school and its culture

The school will endeavour to build a positive relationship with Families by keeping them informed about any concerns regarding their child's behaviour and work in collaboration with them to support improvement.

Pupils

Pupils will be made aware of the following during their induction into Ashley College:

- The expected standard of behaviour at school
- That they have a duty to follow the school's Code of Conduct
- The school's routines and timetable
- Rewards and sanctions procedures
- The pastoral support that is available to them

Pupils will be supported and provided with positive behaviour strategies to avoid any future occurrences. Pupils are encouraged to use our pupil voice panel to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Third-party providers and contractors

Ashley College shares active safeguarding duties with all third-party providers, including supply teachers, trainee teachers, and contracted staff.

We will:

- Ensure that all third-party providers understand and comply with our safeguarding policies and procedures
- Verify that appropriate safeguarding checks have been completed for all supply staff, trainee teachers, and contractors who will have contact with pupils
- Provide third-party staff with our Code of Conduct and behaviour expectations
- Monitor the conduct of third-party staff and address any safeguarding concerns immediately
- Maintain clear communication channels with agencies and providers regarding safeguarding responsibilities

All third-party staff will be required to read Part 1 of Keeping Children Safe in Education 2026 and confirm their understanding of our safeguarding procedures before beginning work at Ashley College.

7. SCHOOL BEHAVIOUR CULTURE

Pupils are expected to comply with the Ashley College Code of Conduct and be “Ready, Respectful, Safe”. Successful behaviour at Ashley College means that pupils feel safe, calm and ready to learn. Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all pupils can meet behavioural expectations.

At Ashley College, we fully acknowledge the individual health needs and the complexity of many of our pupils, and this understanding is central to our approach. However, the reason our provision works so effectively is because pupils feel safe, calm and regulated within our environment. Persistent misbehaviour and repeated breaches of the code of conduct have a particularly negative impact on the school community due to our small size, which means the actions of one pupil can significantly affect the experience of others. For this reason, such behaviour must be treated with the utmost seriousness to protect the wellbeing and progress of all pupils.

Mobile phones

Ashley College operates as a mobile phone-free environment. Pupils need to hand their mobile phones and any headsets to the office staff immediately upon arrival with any other personal belongings that may be a distraction to them during the course of the school day. Mobile phones and personal possessions are locked away securely by office staff and handed back to the pupil when they sign out at the end of the day. Pupils cannot access their phones during lessons, breaktimes, and lunchtimes. Mobile phones and personal possessions are locked away securely by office staff and handed back to the pupil when they sign out at the end of the day. If a pupil tells office staff that they do not have a mobile phone on them that day, families will be telephoned to confirm that this is true. If there are suspicions that a pupil is concealing a mobile phone then families will be telephoned and the pupil will be searched and “wanded”. Certain medical conditions mean that certain pupils are permitted to have their mobile phone on them throughout the school day, pupils should not use their mobile phone for any other purpose than monitoring their medical condition and it should be placed on their desk at all times.

Families are asked to support the school in our request that pupils do not contact other Ashley College pupils via social media or via group chats. If they have been added to a group chat without their consent, pupils should remove themselves immediately or raise with a member of staff the next school day.

Uniform

The vast majority of pupils at Ashley College are on dual roll with their mainstream school. Being mindful of this we do not wish to make buying a “new” uniform costly.

We ask that all centre pupils dress in a smart, appropriate manner and the following uniform requirements apply:

- All students must wear their light blue polo shirt (can be purchased from reception)
- School trousers, school knee length skirt in black or dark grey
- No jeans, leggings, non-school shorts or ripped trousers are permitted
- **Plain** black or dark grey jumper, cardigan or sweatshirt
- **No** fashion/sports labels/logos
- **No** hoodies are allowed
- Sensible and comfortable footwear; trainers, boots or typical school shoes
- No sliders, high heels, sandals, clogs or Crocs
- If jewellery is worn, please ensure that it is discrete; a pair of studs or sleepers are permitted for earrings
- A subtle nose stud is permitted but all other facial piercings need to be removed
- If make-up is worn, please ensure that it is subtle
- No hats, hoods or sunglasses are allowed indoors
- No bare shoulders or midriffs
- No long or acrylic nails.

For PE, which is a compulsory part of the curriculum, all pupils must bring a change of clothes to wear that are comfortable and not outlandish. Appropriate footwear must be worn during the activity. Please note that strappy tops or string vests are not permissible.

Home tuition pupils are not required to wear a uniform but we ask that families support their child in wearing appropriate clothing (no shorts, night wear, crop tops or bare shoulders).

Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We recognise that many of our pupils come to us with complex health issues which may compound their behaviour. As part of our procedures we will consider whether a pupil's misbehaviour is linked to any safeguarding concerns.

Ashley College's child protection policy addresses all forms of discrimination and harmful attitudes, including both misogyny and misandry, to ensure all pupils are protected and treated with equal respect regardless of gender.

Safeguarding

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Staff must be aware of the following safeguarding concerns and risks

• Modern slavery and financial exploitation

• Child-to-parent or caregiver abuse

• Making or sharing of nudes or semi-nudes, including images digitally altered or wholly generated by artificial intelligence (e.g., deepfakes). All such incidents mandate a safeguarding response

• Risks associated with the educational use of Generative AI, including safeguarding, data protection, and ethical concerns

Facilities for biological sex and social transition

Pupils must not enter toilets, changing rooms, or residential accommodation designated for the opposite biological sex. This requirement also applies to participation in PE classes and sports designated for a specific sex. No exceptions are permitted, even when supporting a child's social transition.

Social transition

Ashley College will not initiate any action regarding social transition. We will only respond if a child or their parent specifically requests it. We will exercise particular caution regarding requests for social transition, especially for primary-aged pupils, and support for full social transition will be agreed very rarely.

We are committed to working in partnership with families. Staff will not adopt any changes relating to social transition without a decision involving the families, except in exceptionally rare cases where doing so would pose a greater risk to the child.

The school is legally required to record a child's biological sex accurately wherever it is recorded.

Volunteers

Any volunteer who frequently teaches, trains, instructs, or supervises children is legally in regulated activity and requires an enhanced DBS check with children's barred list information. There is no supervision exemption for volunteers in regulated activity.

This requirement reflects changes introduced by The Crime and Policing Act 2026. Previous guidance on supervision exemptions (formerly contained in Annex E of KCSIE) has been removed. All volunteers who frequently work with children must be checked against the children's barred list, regardless of supervision arrangements.

Vulnerable groups

Ashley College recognises that certain groups of pupils may be particularly vulnerable and require additional safeguarding attention. This includes:

• Young carers

• Pupils with specific medical conditions

Staff should be alert to the specific safeguarding needs of these groups and ensure appropriate support is in place.

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

8. RESPONDING TO BEHAVIOUR

All staff consistently promote our Code of Conduct and the school values of **Resilience, Tolerance, Self Confidence and Respect.**

We recognise that many of our pupils arrive at Ashley College with complex health needs that may influence their behaviour. However, pupils accepted into the provision must understand that these challenges do not excuse continued misbehaviour. A core aspect of our work is to support students in managing their difficulties while guiding them to take ownership of their actions and develop positive, responsible behaviours.

Through our weekly pupil voice sessions we encourage our young people to engage in constructive and meaningful discussions about the behaviour in the school each week. We also gather the views of Families and our pupils every term. These views may inform our policies and procedures.

Responding to positive behaviour

All staff will model and monitor our expected Code of Conduct (see Appendix 3 & 4 Home/School Agreements) and positive behaviours, attitude and effort are recognised in line with our reward. We celebrate these achievements by sharing with our Families.

Positive behaviour will be rewarded with:

- Verbal Praise

- Praise card
- Raffle tickets for every five praise cards received
- Comment in the school diary
- Stamp in the school diary
- Celebration of pupils' individual work
- Communicating praise to families via phone call, face to face meeting or written correspondence
- Name on school rewards board
- Name on school attendance board
- Certificates
- End of term rewards vouchers
- Positions of responsibility e.g. a place on Student Council
- Rewards trips.

Responding to misbehaviour

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed.

When a pupil is unable to comply with our Code of Conduct we initially work with Families as well as with the professional network around the child to construct a behaviour support plan.

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

All pupils will be treated equitably under the policy. When issuing behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future. Personal circumstances of the pupil as well as their health needs will be considered and decisions will be made on a case-by-case basis.

~~**Use of the school diary**~~

~~The school diary at Ashley College is a vital tool for daily communication between home and school. It serves as a means of encouragement, developing independence and as a mechanism for addressing concerns. Throughout the day, teachers or teaching assistants may write positive comments or stamp a pupil's diary to acknowledge constructive contributions, such as sustained effort or positive engagement in lessons. Where necessary, the diary may also be used to record incidents of misbehaviour. At the end of each day (Monday-Thursday), pupils are required to reflect and write two positive comments about their school day. Many of our pupils arrive to our provision with a negative perception of school, which can often influence their interactions at home. The diary is designed to help shift this perspective by creating opportunities for positive conversations between pupils and their families. We ask that Families and carers check the diary each day and use it as a starting point for discussing progress and change. It should be signed each weekend, ready for review during Monday tutor time.~~

Class Dojo

Ashley College uses Class Dojo as a key tool for building positive home-school communication and celebrating pupils' achievements. At the end of each school day (Monday to Thursday), pupils are required to reflect on their day and write two positive things about their time at school on Class Dojo. This simple but powerful practice helps us build a positive narrative about school. Many of our pupils have experienced school as a place of failure, conflict or anxiety, and by focusing on positives each day, we help pupils recognise their achievements, progress and the good things that happen at school. Over time, this helps to rebuild their confidence and change their relationship with education. The daily positives also give families a starting point for conversations about the school day. Rather than asking "what did you do today?" and receiving "nothing" as a response, families can see exactly what their child has identified as positive and use this to open up meaningful dialogue. This is particularly helpful for pupils who find it difficult to talk about their day or who may focus only on negative experiences. Families are expected to

read and reply to their child's daily positives on Class Dojo because it demonstrates to the pupil that their family values their school experience and is interested in their progress. It creates a three-way conversation between pupil, family and school, building partnership and shared understanding.

Every Monday, we post each child's weekly targets and attendance information on Class Dojo for families to see. This weekly update keeps families informed about what their child is working towards and how they're progressing, makes expectations clear and transparent so that pupils and families understand what success looks like, and celebrates good attendance. It provides an opportunity for families to support their child in achieving their targets at home and creates accountability, as pupils know that their families will see their targets and attendance, which can be a motivating factor. The weekly updates also enable early intervention. If attendance is declining or targets aren't being met, families are aware immediately and can work with us to address concerns before they escalate. As pupils become more confident and settled at Ashley College, we may begin to share photos of them at school or examples of their work on Class Dojo. This is always done with the pupil's consent and in line with our photo consent procedures. Sharing photos and work allows us to celebrate achievements so that families can see their child engaged, happy and succeeding at school, which helps to build a positive picture of their school experience. Many of our pupils have experienced or are at risk of EBSA (Emotionally Based School Avoidance), and seeing positive images of themselves at school, engaged in activities and with peers, can help to reduce anxiety about attending school. When pupils and families can see evidence of positive school experiences, it challenges negative perceptions and can make the prospect of coming to school less daunting.

Class Dojo is more than just a communication tool. It's a vital part of our trauma-informed, relationship-based approach to supporting pupils. For many of our pupils, school has been a source of stress, failure or conflict, and Class Dojo helps us to rewrite that narrative by focusing relentlessly on the positive. Every day, pupils identify what went well, what they achieved, and what they enjoyed, which shifts the focus from what's wrong to what's right. Regular, positive communication helps families see that we genuinely care about their child and are committed to their success, building the trust that is essential for effective partnership working. For pupils who are dual-registered and working towards returning to mainstream school, Class Dojo provides evidence of their progress and positive experiences that can be shared with their mainstream school to support a successful transition. Class Dojo, alongside our use of CPOMS and school diaries, forms part of our holistic approach to communication, behaviour management and pastoral care. Together, these systems ensure that we truly know each child, understand their needs, and work in partnership with families to support their success.

Repair and Reflect

At Ashley College, all pupils can be kept on site until 3.20pm each day if necessary and without prior permission. While this is within our provision, in the vast majority of cases it is not required, and most pupils will leave the school having never stayed beyond the standard school day. However, if a pupil has misbehaved during the day, any teacher has the authority to call a “Repair and Reflect” session with the pupil. These sessions follow a clear structure (see Appendix 5) and are designed to address issues promptly and constructively.

Restorative approaches are underpinned by evidence and best practice which highlight the importance of explicitly teaching and regularly reinforcing expected behaviours. For restorative practices to be effective, they must be supported by a consistent understanding across the whole-school community of what constitutes acceptable and unacceptable behaviour.

At Ashley College, “Repair and Reflect” sessions are not used as a substitute for clear behaviour expectations but as a tool to support them. They are intended to address concerns on the same day, helping to de-escalate conflict and allowing both staff and pupils to start the following day with a clean slate.

Detentions

In line with our supportive and restorative ethos at Ashley College, the use of detentions as a punitive consequence is reserved for situations where a pupil's behaviour continues to escalate despite the use of standard behaviour management strategies, restorative conversations, and ongoing communication with home. We recognise that many of our pupils may have had negative experiences with detentions in previous settings, which can contribute to school avoidance. However, when necessary, we reserve the right to use detentions as part of a wider behaviour support plan, always with the aim of helping pupils reflect, take responsibility, and re-engage positively with their learning.

Reasonable force

Reasonable force covers a range of interventions that involve physical contact with pupils, as set out in the DfE's statutory guidance on restrictive interventions (including reasonable force and seclusion), effective from 1 April 2026. All members of staff are trained in the use of physical interventions and where appropriate have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to families (see Appendix 1 for a behaviour log)

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

All staff receive regular training on the use of restrictive interventions in line with the DfE's April 2026 guidance.

This training covers:

• What restrictive interventions are and when they may be necessary
• How to use preventative strategies and de-escalation techniques effectively
• How to use restrictive interventions safely and lawfully
• Recording and reporting requirements
• The specific needs and vulnerabilities of pupils at Ashley College

Our recording and reporting procedures for restrictive interventions align with the DfE's statutory guidance and ensure that all incidents are properly documented, reviewed, and reported to families and relevant authorities as required.

Confiscation, searches, screening

Searching, screening and confiscation is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

Confiscation

Any prohibited items found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil. See Appendix 7

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and families, if appropriate.

Searching a pupil

Searches will only be carried out by a member of staff who has been authorised to do so by the Headteacher, or by the Headteacher themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; **or**
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness they should immediately report this to another member of staff, and ensure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the Headteacher or Designated Safeguarding Lead (DSL) or Deputy DSL who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain to the pupil what a search entails – e.g. I will ask you to turn out your pockets and remove your scarf
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil's co-operation

If the pupil refuses to agree to a search, the Headteacher or DSL will ensure the pupil is supervised and families contacted immediately. The pupil will be isolated from the other pupils until the families arrives. If the matter is serious and needs urgent response the Senior Team will consider whether conducting the search will prevent the pupil harming themselves or others, damaging property or from causing disorder.

The authorised member of staff may use a metal detector (wand) to assist with the search.

An authorised member of staff may search a pupil's outer clothing, pockets, and possessions.

Outer clothing includes:

- Any item of clothing that is not worn immediately over a garment that is being worn wholly next to the skin or being worn as underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes, boots

Searching pupils' possessions

Possessions means any items that the pupil has or appears to have control of, including:

- Bags

A pupil's possessions can be searched for any item if the pupil agrees to the search.

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

Informing the Designated Safeguarding Lead (DSL)

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in Appendix 7
- If they believe that a search has revealed a safeguarding risk
- All searches for prohibited items (listed in Appendix 7), including incidents where no items were found, will be recorded in CPOMs.

Informing families

Families will always be informed of any search for a prohibited item (listed in Appendix 7). A member of staff will tell the families as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child.

Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be distressed or likely to be distressed and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

Strip searches- see Appendix 8

Behaviour "beyond the school gates"

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school

Pupil 'on report' system

If a pupil continues to display behaviour which consistently breaks the schools Code of Conduct and they have not made progress with their behaviour support plan they may be placed on a report card. This is set out in detail, with different sanctions proportionate to the behaviour and these will be designed and agreed with the pupil and family before commencing. Sanctions such as detention are specified for pupils who are 'on report' only.

The procedure is:

- Senior Team and other staff collectively decide whether a report card is required for a pupil
- Link tutor will inform pupil and families and will issue the report card to the pupil
- The pupil gives the subject teacher the report card at the start of each lesson for completion
- The report card will be signed off by the Link Tutor / Senior Team at the end of each day
- The report card is kept in the office overnight and collected by the pupil each morning
- Completed reports are filed in pupil folders

Online behaviour

When interacting with other pupils and staff online, pupils should always be respectful and comply with the schools e-safety rules and guidance.

Pupils should never:

- Attempt to contact staff via social media
- Make comments about staff or other pupils on social media platforms
- Take screenshots, record lessons or engage in private chats during online lessons
- Create, share, or distribute nudes or semi-nudes, including images that are digitally altered or generated by artificial intelligence

Any of the above behaviour will be taken very seriously and could result in a referral to the police.

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Filtering and monitoring systems

Ashley College has appropriate filtering and monitoring systems in place to protect pupils online. These systems are reviewed at least once every academic year by the Headteacher who is responsible for filtering and monitoring, supported by the Designated Safeguarding Lead (DSL) and IT support. This review ensures our systems remain effective and appropriate for our pupils' needs.

Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

If a decision is made to report the matter to the police, the DSL will make the report.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the DSL will make a tandem report to children's social care, if appropriate.

Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis.

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

Responding to a report and carrying out risk assessments, where appropriate, to help determine whether to:

1. Manage the incident internally
2. Refer to early help
3. Refer to children's social care
4. Report to the police

Ashley College recognises that harmful sexual behaviour exists on a continuum, from inappropriate behaviour through to criminal sexual violence. Harmful Sexual Behaviour is defined as sexual behaviour displayed by children that is developmentally inappropriate, may be harmful towards themselves or others, or be abusive towards another child or adult.

We understand that consent means having the freedom and capacity to choose to engage in sexual activity. Consent can be withdrawn at any time, and a child under the age of 13 can never legally give consent to any form of sexual activity

Staff will refer to NSPCC resources on typical stages of sexual development to help identify when behaviour may be harmful. All concerns about Harmful Sexual Behaviour will be taken seriously and responded to in line with our safeguarding procedures.

Please refer to our Child Protection and Safeguarding Policy for more information. Our child protection policy sets out our comprehensive approach to harmful sexual behaviour, which we recognise exists on a continuum from developmentally inappropriate behaviour through to criminal sexual violence. We understand that:

• Consent means having the freedom and capacity to choose to engage in sexual activity • Consent can be withdrawn at any time
• A child under the age of 13 can never legally give consent to any form of sexual activity
• A child under the age of 16 can never legally give consent to sexual activity, though the law is applied differently in cases involving children of similar ages

Staff refer to NSPCC resources on typical stages of sexual development to help identify when behaviour may be harmful. All concerns about harmful sexual behaviour are taken seriously and responded to in line with our safeguarding procedures, with appropriate support provided to all children involved.

Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider what further action will be taken.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the Local Authority Designated Officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our Child Protection and Safeguarding Policy for more information on responding to allegations of abuse against staff or other pupils.

Using CPOMS to Support Behaviour Management and Pastoral Care

Ashley College uses CPOMS (Child Protection Online Management System) not only for safeguarding records but also as our central system for recording and monitoring behaviour incidents, daily communications and pastoral support. This integrated approach gives us a holistic view of each child and helps us identify patterns, provide targeted support and intervene early when concerns arise.

What we record on CPOMS for behaviour and pastoral support:

• Behaviour incidents (including both positive behaviour and incidents that breach our Code of Conduct)
• Repair and Reflect sessions and their outcomes
• Detentions and sanctions
• Report card progress and reviews
• Rewards, praise and achievements
• Daily communications between staff and home
• Weekly pastoral link communication and key discussion points
• Concerns about a pupil's wellbeing, mental health or engagement
• Interventions and support strategies being used
• Contact with families about behaviour or pastoral matters
• Multi-agency meetings related to behaviour support (e.g., with CAMHS, educational psychologists)
• Behaviour support plans and risk assessments

Why using CPOMS for behaviour and pastoral care is important:

CPOMS enables us to see the complete picture of each child's experience at Ashley College. This holistic approach is crucial because:

• Understanding the context
- We recognise that behaviour is a form of communication and is often linked to pupils' mental health needs, anxieties and past experiences. By recording behaviour alongside safeguarding concerns, pastoral notes and daily communications, we can understand the context behind a child's behaviour and respond appropriately

• Pattern recognition - CPOMS allows us to identify patterns and triggers for behaviour incidents. We can see if behaviour deteriorates at certain times, in certain lessons, or following particular events. This helps us put preventative strategies in place

• Early intervention - By monitoring behaviour trends alongside pastoral and safeguarding information, we can intervene early when we see concerning patterns emerging, before behaviour escalates

• Celebrating progress - CPOMS helps us track positive behaviour and achievements over time, allowing us to celebrate progress with pupils and families and demonstrate how far a child has come

• Consistent approach - All staff can see (with appropriate permissions) the relevant behaviour and pastoral information about a child, ensuring a consistent approach and avoiding repeated explanations that can be frustrating for pupils

• Informed decision-making - When considering sanctions, support strategies or next steps, staff can review the full history and context, ensuring decisions are fair, proportionate and take into account the individual child's needs and circumstances

• Communication with families - CPOMS provides a comprehensive record of all communication with families, ensuring we can demonstrate our partnership working and track agreed strategies

• Supporting transitions - When pupils transition back to mainstream school or move to a new setting, we can provide a complete picture of their behaviour journey, the strategies that have worked, and the progress they have made

• Accountability - CPOMS creates a clear record of what support has been provided, what interventions have been tried, and what the outcomes were. This is important for accountability and for demonstrating that we have taken all reasonable steps to support a child

How we use CPOMS for behaviour and pastoral care:

All staff record behaviour incidents and pastoral notes on CPOMS promptly. This includes:

• Recording both positive and negative behaviour incidents on the same day they occur
• Noting the context, antecedents and any relevant information
• Recording what action was taken (e.g., Repair and Reflect session, contact with families)
• Following up to record outcomes and next steps

The senior team and pastoral staff monitor CPOMS daily to:

• Review behaviour patterns across the school and for individual pupils
• Identify pupils who may need additional support
• Ensure appropriate follow-up actions are completed
• Track the effectiveness of interventions and support strategies
• Prepare for meetings with families, external agencies and mainstream schools

Weekly pastoral link contact:

Each pupil at Ashley College has a link tutor who meets with them weekly for a pastoral check-in. Link tutors follow this up with a weekly contact with family by telephone, text, email or a face to face conversation. Key points from these meetings are recorded on CPOMS, including:

• How the pupil is feeling about school and life in general
• Any concerns the pupil has raised
• Progress towards personal goals
• Strategies that are working well
• Any additional support needed

This creates a valuable record of each pupil's pastoral journey and helps us track their wellbeing over time.

Integration with our behaviour approach:

Our use of CPOMS supports our trauma-informed, restorative approach to behaviour management. By having all information in one place, we can:

• Understand the 'why' behind behaviour, not just the 'what'
• Recognise when behaviour may be linked to safeguarding concerns, mental health needs or other vulnerabilities
• Ensure that our response to behaviour is informed by the full picture of a child's needs and experiences
• Start each day afresh while still maintaining awareness of patterns and ongoing concerns
• Work in partnership with families and external agencies, sharing information securely and efficiently

Confidentiality and access:

Access to behaviour and pastoral information on CPOMS is managed carefully to ensure confidentiality while enabling effective support. Staff can only access information that is relevant to their role and necessary for them to support a child effectively.

Data protection:

All information recorded on CPOMS is processed in accordance with data protection legislation (the Data Protection Act 2018, UK GDPR, and the Data (Use and Access) Act 2025). CPOMS data is stored securely and retained in line with our data retention policy.

9. RECOGNISING THE IMPACT OF SEND ON BEHAVIOUR

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

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

Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

- Whether the pupil was unable to understand the rule or instruction
- Whether the pupil was unable to act differently at the time as a result of their SEND
- Whether the pupil is likely to behave aggressively due to their particular SEND

If the answer to any of the above is yes, it may be unlawful for the school to sanction the pupil for the behaviour. The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with families to create the plan and review it on a regular basis.

Pupils with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the school may request the mainstream school to hold an emergency review of the EHC plan.

10. SUPPORTING PUPILS AT TRANSITION POINTS

The vast majority of pupils that join Ashley College are placed on dual roll with their mainstream school. All pupils that come on roll have an initial meeting where all key professionals supporting the child are expected to attend.

The expectations of the child's behaviour and any factors which may influence their ability to comply with the school's Code of Conduct will be discussed at the initial meeting and reviewed at least every 6 weeks.

Each placement at Ashley College is individualised and each transition plan looks different. This is planned in conjunction with the professional network around each child.

11. MONITORING AND EVALUATING SCHOOL BEHAVIOUR

The school will collect data on behavioural incidences which are considered a breach of the school's Code of Conduct.

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusion and suspension
- Incidents of searching, screening and confiscation

The data will be reported to Senior Team weekly and potential actions agreed.

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle it.

12. MONITORING THIS POLICY

This behaviour policy will be reviewed by the Headteacher and Management Committee at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 9). At each review, the policy will be approved by the designated member of the Management Committee

The written statement of behaviour principles will be reviewed and approved by the Management Committee annually.

Links with other policies

This behaviour policy is linked to the following policies

- Exclusions policy
- Child protection and safeguarding policy
- Anti-Bullying policy
- Safeguarding Policy

APPENDICES

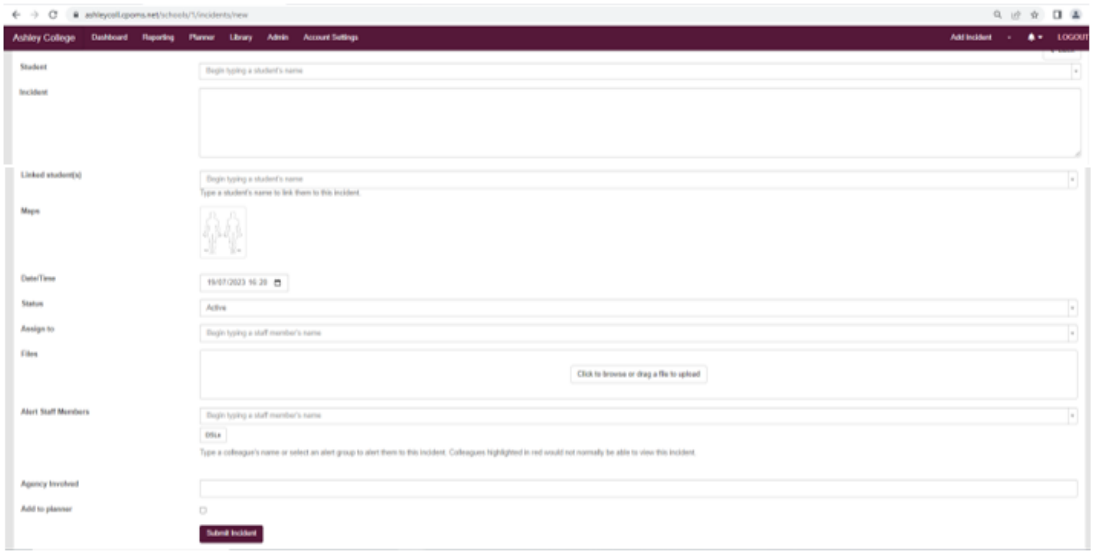
Appendix 1 - Blank behaviour log (whole school and individual)

Behaviour Log
This log constitutes any incidences that happen which we feel is against the school's code of conduct and behaviour policy.

Date	Pupil(s)	Staff reporting	Summary of behaviour and code	SLT follow up	Action	Further actions

Appendix 2 – Staff Reporting Concerns

Staff reporting concerns



Codes					
Prejudice:		**Welfare:**		**Abuse:**	
Gender	**P1**	Child Protection	**W1**	Emotional	**Ab1**
Racial	**P2**	Attendance	**W2**	Physical	**Ab2**
Sexuality	**P3**	Physical Health	**W3**	Sexual	**Ab3**
Disability	**P4**	Mental Heath	**W4**	Neglect	**Ab4**
		Emotional	**W5**	Child Sexual Exploitation	**Ab5**
		E-Safety	**W6**	Child Criminal Exploitation	**Ab6**
		Accident	**W7**	Child on Child	**Ab7**
		Health & Safety	**W8**		
		Parenting/Home issues	**W9**	**Prevent**	**Prv1**
		Presentation/Hygiene	**W10**		
Bullying:		**Behaviour**			
Verbal	**B1**	Against peers	**Beh1**		
Physical	**B2**	Against staff	**Beh2**		
Physical Restraint	**O1**				
Other	**O2**				
		Filtering and Monitoring	**FM1**		

Appendix 3 – Home / College Agreement – Code of Conduct for Centre and Home

CENTRE PUPILS - ACADEMIC YEAR 2026 - 2027

"READY, RESPECTFUL, SAFE"

Be ready for learning

- Wear the correct uniform and remove any outdoor clothes or items of non-school uniform as soon as you enter Ashley College.
- Hand in all phones, earphones and other gadgets to office staff on entry.
- Arrive at school in good time.
- Bring all necessary equipment you need ready for the day ahead.
- Eat only at break time or lunch time in the designated area.
- No gum, sweets, chocolate, crisps or sugary/fizzy drinks.
- Collect water and visit the toilet before lessons begin.
- Fully participate in all activities directed by staff.

Be respectful

- Follow instructions from staff.
- Listen to others.
- Be kind and polite.
- Respect Ashley College property and that of others.
- Work to the best of your ability and give others in class the same opportunity.

Be safe

- Use all technology responsibly; inappropriate social media communication is not allowed.
- DO NOT contact Ashley College pupils via social media
- Smoking or vaping is not allowed anywhere in, or near, Ashley College.
- Keep your hands and feet to yourself.
- Leave bags outside toilets.
- Only staff members are allowed to let visitors in.
- No long or acrylic nails.

HOME TUTORED PUPILS - ACADEMIC YEAR 2026 - 2027

"READY, RESPECTFUL, SAFE"

Be ready for learning

- Wear appropriate clothing when your tutor visits the home (no shorts, night wear, crop tops or bare shoulders).
- Be ready for your tutoring session in good time.
- Have your equipment and books ready for your tutoring session.
- Ensure homework is completed.
- Ensure mobile phone is on silent and not used during tutoring session.
- No eating during tuition unless this is for medical reasons and prior agreed with staff.
- Fully participate in all activities directed by tutor.

Be respectful

- Follow instructions from your tutor.
- Be kind and polite.
- Respect Ashley College property and equipment.
- Work to the best of your ability.

Be safe

- Use all technology responsibly, inappropriate social media communication is not allowed.
- Keep your hands and feet to yourself.
- Use all technology responsibly; inappropriate social media communication is not allowed.
- DO NOT contact Ashley College pupils via social media

Appendix 4 – Home School Agreement – Home Tuition and Centre

Ashley College Home School Agreement – Centre based students

Ashley College Home School Agreement – Home tuition students

Appendix 5 – Sanctions

*****At all points staff are reminded of the need for this to be written on the child's CPOMS log**

Concern	Sanction (these are just some examples and each is dealt with on a case-by-case basis)
Low Level Behaviour	• Reminder of content of code of conduct • Clarification about the way the pupils behaviour needs to change e.g. At the moment you are disrupting the learning of others by speaking over me. I need you to be quiet whilst I talk so that others can hear.
Continued Low Level or Disruptive Behaviour (Frequently 2/3 times a week) • Continued breaking of code of conduct • Disrupting own or others learning • Refusal to cooperate or participate • Disrespectful or hurtful comments • Leaving class without permission	• Reminder of code of conduct • Form Tutor Report Card • Follow up discussion with teacher or link tutor • Enable pupils to understand impact of behaviour on others through repair and reflect with form tutor • Telephone to families by form tutor • Meeting with families with form tutor
Causing Concerns • Continuing concerning behaviour and/or deteriorating behaviour with the support of a report card • Disrespectful or hurtful comments • Endangering the safety of themselves or others • Verbal abuse not following E-safety guidance and procedures • Losing temper • Damaging property deliberately • Repeatedly leaving class without permission • Serious challenge to authority • Verbal abuse to staff	• Removal from class • Loss or break/lunch time • Removal from rewards trips/events • SLT intervention • Meeting with families and mainstream school • Pupil put on SLT report card and detentions
Causing Serious Concern • Verbal aggression/threat • Inappropriate online behaviour • Fighting and /or throwing dangerous objects • Vandalism • Use of drugs, smoking and/or alcohol • Possession and/or use of a dangerous weapon • Leaving the building without permission • Bullying • Racist/homophobic/sexist comments • Theft • Child on child abuse	• Separate from other pupils • Immediate SLT involvement • Immediate telephone call to families, mainstream school and involved professional to review provision offered • Possible fixed term exclusion • Possible police involvement

APPENDIX 6 – Repair and Reflect

Repair and Reflect Session Checklist (for staff)

To be used when addressing incidents of misbehaviour

☑ Before the Session

- Have I allowed enough time for the pupil to calm and regulate?
- Do I have a quiet, private space for the conversation?
- Do I have the pupil's diary or any relevant notes from the day?

☑ During the Session

1. Set the Tone

- Begin calmly and respectfully
- Remind the pupil this is a chance to repair and move forward

2. Understand the Situation

- Ask: "What happened?"
- Ask: "What were you thinking or feeling at the time?"
- Ask: "Who was affected, and how?"

3. Reflect and Take Responsibility

- Ask: "What could you have done differently?"
- Ask: "What needs to happen to make things right?"

4. Agree on Next Steps

- Discuss how to repair any harm caused (e.g. apology, action)
- Agree on strategies to prevent repeat behaviour
- Note any follow-up required (e.g. support, check-ins, time-out)

☑ After the Session

- Record a brief summary if needed (e.g. for tutor, behaviour lead)
- Inform relevant staff if it affects future lessons
- Follow up with pupil if you agreed to do so
- Communicate outcome with home via the diary

Repair and Reflect Conversation Script (for staff)

1. Opening the Conversation

- “Thanks for sitting down with me. This is a chance for us to talk calmly about what happened, think it through, and find a way to move forward.”
- “This is not about punishment—it’s about understanding what happened and repairing things so tomorrow can be a fresh start.”

2. Understanding the Incident

Use a calm and neutral tone. Let the pupil speak without interrupting.

Ask:

- “Can you tell me what happened in your own words?”
- “What were you thinking or feeling at the time?”
- “What do you think was happening for others who were involved?”
- “Who do you think was affected by what happened, and how?”

3. Reflecting on Choices

Encourage the pupil to take responsibility in a supportive way.

Ask:

- “Looking back now, what do you think you could have done differently?”
- “Why do you think that choice didn’t work well?”
- “What would help you manage a situation like that differently next time?”

4. Repairing the Harm

Help the pupil consider the impact of their behaviour and how to move forward.

Ask:

- “What needs to happen now to put things right?”
- “Is there anyone you need to speak to or apologise to?”
- “How can we help you avoid this happening again?”

5. Closing the Conversation

End with encouragement and clarity.

- “Thanks for being honest and talking this through. Everyone makes mistakes—what matters is how we learn from them.”
- “Let’s agree on what happens next so we can leave this behind and have a fresh start tomorrow.”

🛠 **Repair and Reflect – Let's Talk It Through (pupil support sheet)**

A calm conversation to help us fix things and move forward.

---

1. Let's Start Calmly

🧘 We will speak calmly and respectfully.
🤝 This is your chance to talk, listen, and move on in a positive way.
💬 *"We're here to sort things out together."*

---

2. What Happened?

❓ What happened in your own words?
🧠 What were you thinking or feeling at the time?
👥 Who else was involved or affected? How did they feel?

---

3. Think About It

🔄 What could you have done differently?
🛑 What didn't go well, and why?
💡 What would help you make a better choice next time?

---

4. Making It Right

👍What can you do to put things right?
🙏 Do you need to say sorry or take any action?
📝 What should we do next to help you stay on track?

✅ **This is about:**

🌱 Learning from what happened
❤️Taking responsibility
🔁 Getting a fresh start

APPENDIX 7 – Escalation of behaviour concerns

If a pupil's behaviour is consistently in breach of the code of conduct, the decision to place them on a support plan will be made by the Deputy Headteacher, with the form tutor leading the process in the first instance. If concerns continue to escalate and behaviour deteriorates further, the Senior Leadership Team will take the lead in determining and implementing the next steps. However, where a behaviour incident causes serious concern or poses a significant risk to the safety or wellbeing of others, the usual escalation procedure may be bypassed, and the matter referred directly to the Senior Leadership Team or Headteacher for immediate intervention.

Behaviour Management Escalation Checklist – Ashley College

Step 1: Low-Level Behaviour

Use in-the-moment strategies for minor disruption or disengagement

- Calm verbal reminder of expectations
- Tactical ignoring (if appropriate)
- Use of proximity or non-verbal cues
- Redirect or refocus the pupil
- Provide a choice or short movement break
- Adjust task or environment if necessary
- Log behaviour briefly for tutor awareness

Step 2: Continued Low-Level or Disruptive Behaviour

If initial strategies are not effective

- One-to-one quiet conversation (in or after lesson)
- Offer a short time-out or cool-down
- Record in diary or phone call home
- Alert form tutor or key staff if pattern emerges
- Consider reminder of classroom expectations

Step 3: Ongoing Disruption or More Serious Incident

Requires reflection and deeper response

- Schedule a Repair and Reflect session with the pupil
- Explore what led to the behaviour and agree next steps
- Inform form tutor or behaviour lead
- Communicate with home via diary or direct contact
- Record session outcomes if appropriate

Step 4: Escalating Behaviour / Repeated Incidents

Behaviour not improving despite restorative approaches

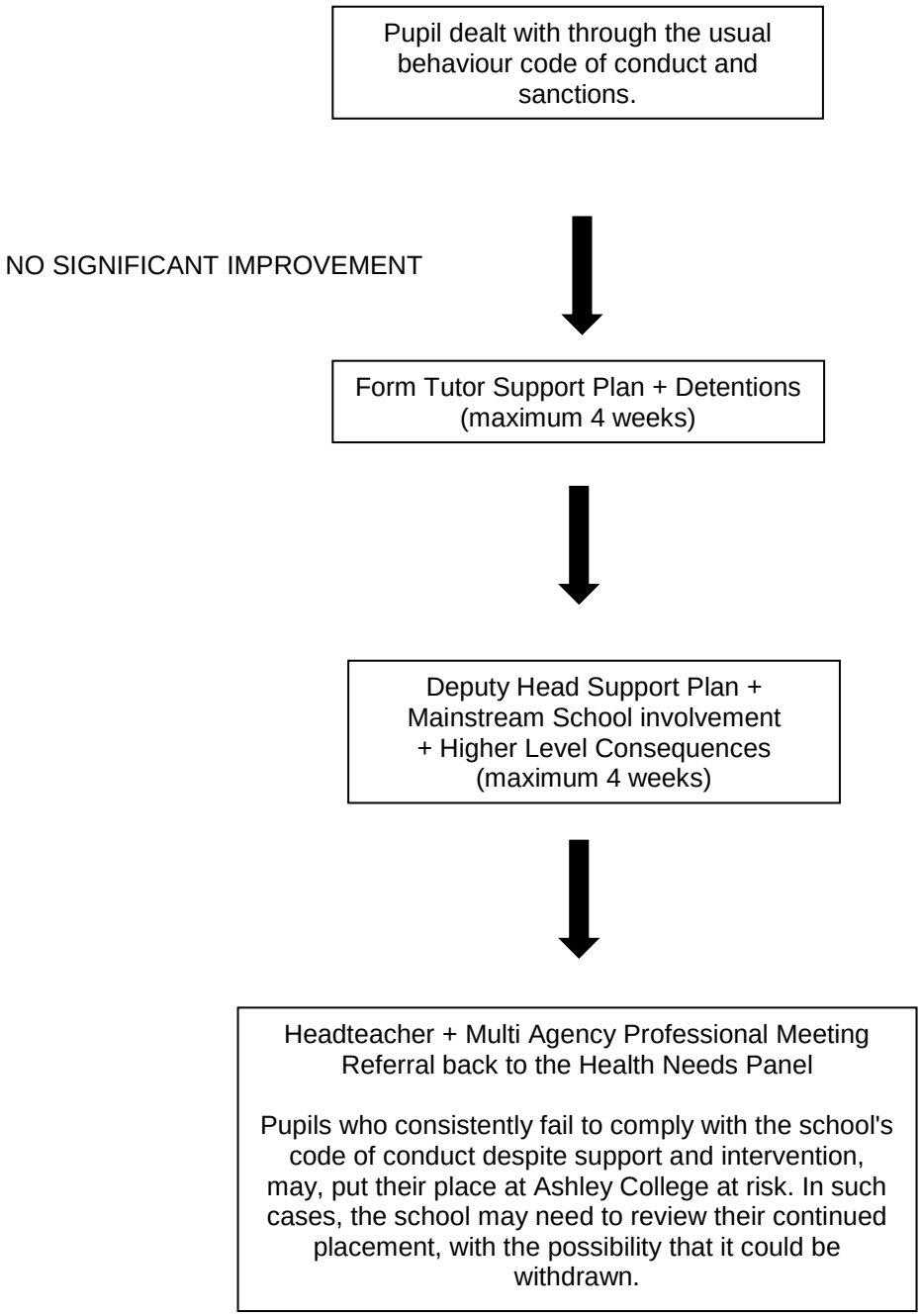
- Arrange joint meeting with tutor, behaviour lead, and family
- Begin a Behaviour Support Plan tailored to the pupil
- Monitor daily progress via diary or check-ins
- Consider support interventions (e.g. mentoring, regulation strategies)
- Use targeted in-class support or adjusted routines

Step 5: Persistent Breaches of Conduct

Formal measures needed due to sustained non-compliance

- Implement detention as part of a structured response
- Review and update Behaviour Support Plan
- SLT involvement in planning next steps
- Consider multi-agency involvement or review of placement
- Maintain clear communication with home throughout

Behaviour Flow Chart



Appendix 8 – Prohibited and Confiscated items

Banned items include:

- Weapons
- alcohol
- illegal drugs
- stolen goods
- tobacco products
- vaping products
- pornographic images
- fireworks
- anything that has been, or is likely to be, used to cause injury or commit an offence
- anything banned in the school rules

All above items will be confiscated from pupils as well as:

- chewing gum
- fizzy and sugary drinks including high energy drinks (unless on a signed health needs form)
- junk food
- glass bottles including perfume bottles
- jewellery except for a watch and one pair of plain stud earrings worn in the earlobes
- aerosol cans including deodorants
- correction fluid
- permanent marker pens
- any medication brought in without a signed health needs form
- unnecessary money
- expensive items
- Cigarettes, matches and lighters
- fireworks or "snaps" containing gunpowder
- e-cigarettes, shisha pens or liquids for these
- any items which are illegal to possess or carry, or inappropriate for the age of the child or the school environment

It will be at the Headteachers discretion if these items are returned to pupils at the end of the day or a families will have to collect them.

N/B – packed lunches should be handed in to reception on arrival and they will be available at lunchtime in the cabin

Appendix 9 – Strip Searches

Strip searches

The authorised member of staff's power to search outlined in this policy does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C.

Before calling the police into school, the Senior Team will assess the potential risk and will consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first.

Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them. The school will advocate for the safety and wellbeing of the pupil(s) involved. Staff retain a duty of care to the pupil involved and should advocate for pupil wellbeing at all times.

Communication and record-keeping

Where reasonably possible and unless there is an immediate risk of harm, staff will contact at least one of the pupil's families to inform them that the police are going to strip search the pupil before strip search takes place, and ask them if they would like to come into school to act as the pupil's appropriate adult. If the school can't get in touch with the families, or they aren't able to come into school to act as the appropriate adult, a member of staff can act as the appropriate adult (see below for the role of the appropriate adult).

The pupil's families will always be informed by a staff member once a strip search has taken place. The school will keep records of strip searches that have been conducted on school premises on CPOMs

Who will be present

For any strip search that involves exposure of intimate body parts, there will be at least two people present other than the pupil, except in urgent cases where there is risk of serious harm to the pupil or others.

One of these must be the appropriate adult, except if:

- The pupil explicitly states in the presence of an appropriate adult that they do not want an appropriate adult to be present during the search, **and**
- The appropriate adult agrees

If this is the case, a record will be made of the pupil's decision and it will be signed by the appropriate adult.

No more than two people other than the pupil and appropriate adult will be present, except in the most exceptional circumstances.

The appropriate adult will:

- Act to safeguard the rights, entitlement and welfare of the pupil
- Not be a police officer or otherwise associated with the police
- Not be the Headteacher
- Be of the same sex as the pupil, unless the pupil specifically requests an adult who is not of the same sex.

Except for an appropriate adult of a different sex if the pupil specifically requests it, no one of a different sex will be permitted to be present and the search will not be carried out anywhere where the pupil could be seen by anyone else.

Care after a strip search

After any strip search, the pupil will be given appropriate support, irrespective of whether any suspected item is found. The pupil will also be given the opportunity to express their views about the strip search and the events surrounding it.

As with other searches, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any further specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

Staff will follow the school's safeguarding policy and speak to the Designated Safeguarding Lead (DSL). The DSL will consider if, in addition to pastoral support, an early help intervention or a referral to children's social care is appropriate.

Any pupil(s) who have been strip searched more than once and/or groups of pupils who may be more likely to be subject to strip searching will be given particular consideration, and staff will consider any preventative approaches that can be taken.