



Behaviour Policy

Updated for 2023 to 2024



Behaviour Policy Contents

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Ethos

At the heart of the relationship that exists between Ashcroft Technology Academy (the Academy) and its parents is the understanding that we have the long-term interests of all students in common.

In order to function at its best, and in the safest way possible, the Academy must be orderly and student behaviour must be exemplary. Learning to behave well is a fundamental part of the Academy's purpose, which Trustees, Executive Board, staff, parents and the public regard as particularly important. Our drive for excellent student behaviour enables our students, from all backgrounds, to achieve very well compared to students in other schools and academies, and teaching staff at the Academy to deliver outstanding lessons without disruption. It is the reason why it is rarely necessary to exclude and why the Academy is a very popular choice for parents who wish to secure a secondary school place for their son or daughter. We believe that a child's education at Ashcroft Technology Academy, in its widest sense, must prepare him or her to be a good contributing adult in society in general and to achieve success in his or her chosen career, and learning to behave well is at the heart of this.

The rules of the Academy support its moral values; treating others as we ourselves wish to be treated; developing personal integrity and honesty. They mark the boundaries of acceptable behaviour, the positive and constructive expectations of conduct which underpin it and they promote legitimate adult authority. The rules promote self-discipline and the avoidance of all behaviour which is hurtful or disrespectful to others or which infringes their rights, including the legitimate authority of the staff. These requirements, and the sanctions included in this policy, form part of the culture at the Academy that promotes absolute inclusion.

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

Rules in the classroom will underpin a safe and rewarding learning atmosphere. They will support the majority of students who are purposeful and persuade the minority to comply. The result being that the member of staff leading the class will be able to teach and the students will be able to work and learn in an environment free from disruption.

Disruptive or unpleasant behaviour doesn't just have a significant impact on other students' ability to learn, it can also negatively affect students' mental well-being and sense of self-confidence. This is of particular concern as schools emerge from periods of closure and national lockdown. The behaviour policy and its consistent application by members of staff ensure that every classroom in the Academy and each playground is a calm and well-controlled space where all students can enjoy learning – uninterrupted - can develop, can achieve and can play.

Poor behaviour will therefore never be tolerated, and in order for students to achieve their full potential, the Academy requires the full support of its parents - conscious that staff members and parents are the adults in this triangular relationship (Academy, parents and students). The Home-Academy Agreement acts as a contract between parents and the Academy, and by signing the agreement, parents and guardians agree to support the Academy and its expectations.

When a parent has opposing views over a behaviour matter, it is important to remember that it is a teacher's responsibility to point out and deal with misbehaviour or poor conduct. Moreover, the disruptive behaviour of one individual will not be given unreasonable tolerance over the safety, well-being and academic progress of every other student. While support will be provided for students who have a known Special Educational Need, the Behaviour Policy exists for all students in the Academy and is therefore applied fairly and consistently in all

cases, with additional support where required. This is an important element of every student's education: adhering to the Academy's rules and expectations.

The application of rules to students when outside the Academy continues to apply to travel to and from the Academy and participation in Academy visits and activities. This promotes a sense of respect for the Academy amongst students and encourages our students to acknowledge the need for harmonious relations with the public and to be positive ambassadors in the local community who promote the good reputation of the Academy.

Ashcroft Technology Academy Standards and Code of Conduct

On entry to the Academy, students are explicitly taught, and deliberately practise, our rules and expectations - This is repeated at regular intervals thereafter. All teachers pre-empt off-task behaviour in lessons so that 100% of students are on task for every activity in every lesson. Teachers insist on one voice in the classroom for instructions, explanations and discussions, and silence for reading and writing.

Students know that staff will address all instances of poor behaviour, regardless of whether these are perceived as very low-level behaviours that cause little disruption. Trustees, the Executive Board, the Leadership Group and staff very much believe that to ignore any instance of poor behaviour will only encourage other students to engage in similar negative endeavours and will encourage wider patterns of poor behaviour that would be difficult to correct 'en masse'. It is for these reasons that staff will be direct, will target all occurrences of indiscipline and issue a sanction accordingly. This makes the Academy's approach consistent, fair and ambitious for all students because all students are held to a high standard of conduct.

1. Uniform

We expect uniform to be worn smartly **at all times** and not undermined by hooded tops, sweatshirts or jewellery (in particular, in any piercing). Outdoor coats are not to be worn in the building. Caps should not be worn, but an approved sun hat may be worn to protect from the sun. Hoods are not to be worn unless it is raining. Blazers must be worn at all times when students are not in a classroom. They may be taken off, with asking permission, in class or during lunchtime. Students will be expected to maintain uniform standards at morning break. Students incorrectly dressed can be sent home to change.

2. Lessons

We expect lessons to have a formal start and conclusion, with students, on time, going into rooms silently and students greeting staff with 'Good Morning' or 'Good Afternoon'.

3. Lesson Changeovers

We expect movement by students around a very crowded building to be undertaken purposefully but with caution and always with consideration for others. Students should use the one-way system around the building and on staircases.

4. Toilets

Students wishing to use toilets during lesson time will need to collect an access key fob from the Medical Welfare Officer. During breaks, students must leave bags at the designated area in Zones D and F and will be allowed to visit the toilets in small groups of 2 or 3 at the discretion of the duty staff member. Students are told to use these facilities in a respectful manner, before and after the Academy Day and during morning or lunchtime break and not during lessons. Missing time from lessons to use the toilet is actively discouraged, whilst recognising the needs of those with added medical requirements.

5. Breaks and Lunchtimes

If students are not attending a club, they are normally expected to go outside for fresh air during these times. Year 7 students should be in West Hill playground with Years 8 and 9 in 'The Pen'. Years 10 and 11 will use 'the Cage' and the area adjacent to Zone E. Other than those in the Sixth Form, students are not permitted off the site at lunchtime. All supervisors are members of staff and should be treated with

respect. Food should only be eaten in the restaurant other than where allowances have been made for students to bring a snack from home and allowed to eat this outside at break times. Litterbins should be used.

6. Overall Standard

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

Academy Rules and expectations

Rule	Guidance
<p><u>Attendance</u></p>	<ul style="list-style-type: none"> • Attendance at the Academy is fundamental to a quality education • Students should expect to be at the Academy 100% of the time and arrive punctually every day
<p><u>Academy Uniform</u> Uniform must be worn at all times</p>	<ul style="list-style-type: none"> • All times - this includes the journey to and from the Academy • Rationale for uniform and details about what constitutes uniform can be found in Appendix 2 • Hair must be a natural colour and in a neat style. Extreme haircuts are not permitted – extreme shave or colour. • Jewellery in any form is not to be worn • Make-up is not permitted
<p><u>Work in class and homework</u></p>	<ul style="list-style-type: none"> • Students are required to take pride in the appearance of their workbooks • Students are required to arrive punctually for all lessons • Students are required to participate fully in every lesson • Students are required to work hard in lessons and complete all homework activities
<p><u>Equipment</u> Students must arrive at Academy with the necessary equipment and materials for lessons</p>	<ul style="list-style-type: none"> • General equipment is listed in the Student Diary • Specialist equipment for some lessons may also be required
<p><u>Food</u></p>	<ul style="list-style-type: none"> • Glass bottles, metal cans and chewing gum are not allowed. Packed lunch should be packed securely and all food and drink (other than plain water) should only be consumed in the restaurant except at break time when students are permitted to eat outside in designated areas

<p><u>Banned items</u> These items are not allowed in a student’s possession while in uniform or whilst under the authority of the Academy and, if found or if reported, could result in an ICAS sanction</p> <p>Both food and banned items may be confiscated</p>	<p>These are: -</p> <ul style="list-style-type: none"> • Jewellery • Perfume/ aftershave • Mobile phones, smart watches and other communication devices • For students in Years 7 to 11, bicycles because the Executive Board considers the traffic to be too heavy and the main trunk roads around the Academy too difficult to negotiate for young people and therefore pose an increased risk to health and safety
<p><u>Banned items which are prohibited and dangerous</u> These items are not allowed in a student’s possession while in uniform or whilst under the authority of the Academy and, if found or if reported, could result in permanent exclusion</p>	<p>These are:</p> <ul style="list-style-type: none"> • Offensive weapons and dangerous items such as fireworks, knives, lasers and guns of any sort, and any object which could be used as a weapon (such as screwdrivers, hammers, “hard” tools, catapults etc.) • Harmful items, drugs and substances • Cigarettes, snus, ecigarettes, vapes, lighters and alcohol • Inappropriate or illegal material such as racist or pornographic matter
<p><u>Representing the Academy</u> Students must behave in a way that reflects the values of the Academy – the Academy exercises its right to maintain authority over students on the way to and from school</p>	<p>This will be done by observing:</p> <ul style="list-style-type: none"> • The Law • The Highway Code • TFL rules • Showing respect and courtesy to the public • Respecting property
<p><u>Respecting others</u> Students must show respect to <u>ALL</u> members of the Academy community</p>	<p>This will be done by:</p> <ul style="list-style-type: none"> • Treating all staff and students with good manners and courtesy • Listening to and acting upon instructions given by staff, supervisors, monitors • Adhering to the ‘daylight rule’ – of no physical contact between students • Respecting others’ property • Respecting the Academy environment

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| | <ul style="list-style-type: none">• No unwelcome physical contact• No name calling or unpleasant language• Moving around the Academy in an orderly and purposeful way• Keeping to paths• Keeping to appropriate playgrounds• Keeping to the left, one-way signs and walking• Being punctual to lessons/registrations, as outlined in the Academy day section on the website• Waiting quietly for lessons in an orderly queue |
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Failure to follow an Academy rule or guide will usually result in a sanction and may result in exclusion or permanent exclusion. Behaving in a reasonable way will keep you within the Academy rules.

Positive interventions

A range of support is offered to students who routinely receive detentions or ICAS sanctions because of their behaviour falling short of the Academy's expectations.

- Reflection or apology letter to write
- Mentoring as a one-off or regular intervention by one of the mentors in ICAS (the Academy's Inclusive Care and Support area)
- Students who fail to complete homework in Years 7 to 11 will be referred to the SEN homework club and/ or Study Hall after school to help them develop better habits for success
- Students who are absent will be referred to 'catch-up'. They will complete an hour after school for every hour they have missed through absence
- Persistently late students will have phone calls and letters home from the Education and Welfare Officer and/ or Head of Year
- Students who persistently misbehave will be placed on report card to either one of their Form Tutor, Head of Year or Assistant or Deputy Principal
- Students who are at risk of permanent exclusion because of a single issue or a repeated pattern of concerning behaviours will be placed on a Pupil Support Programme

ICAS mentoring

ICAS underpins the Academy's behaviour management policy and thus supports every student at the Academy in enjoying a safe and effective learning environment. Whilst ICAS is a multi-purpose department its primary role is to provide a calm and focused environment. Students will be referred to ICAS, for a day or for an extended period of time, when their behaviour merits a referral. There is a team of highly experienced mentors who provide full-time support for students who require guidance and mentoring to address issues around behaviour that have led to their referral to ICAS. ICAS mentors are approachable, and act as positive role models, therefore on some occasions students might speak to a member of the mentoring team about an incident that is troubling them or if they might need a place of safety if there has been an incident inside or outside the Academy which has affected them. Students who may require a more sustained and reoccurring period of mentoring may also be referred by members of the pastoral team to receive tailored mentoring sessions that focus on identified issues.

Catch up and study hall

These are different from an after-school detention. This is an area in the Academy - resourced with lap-tops and supervised by a member of the Leadership Group (LG) – which is designed to enable students who have missed learning to catch up on the work they have missed or to give students who have not completed homework the encouragement to establish a better routine at the end of the day and understand the importance of completing all homework activities. Moreover, one catch up hour can be served in morning fitness to make up for lost time in Games.

Sanctions – General Practice

Incidents always fall in to one of three categories: in class, outside class but within the Academy boundaries or outside the Academy boundaries. Incidents may be reported by staff, the public, parents and students.

Sanctions imposed should reflect the seriousness of the incident. Where a student regularly breaks rules, or where a rule is being reinforced publicly and with high profile, some levels of sanction may be skipped when sanctioning a student.

In class there are two key concerns (a) - Poor or unacceptable behaviour; (b) - Lack of work or effort

A - Poor or unacceptable behaviour

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

- i. Reprimand verbally or visually by indicating to the student that they discontinue their unacceptable behaviour immediately.
- ii. Send out of class - cooling off period, a maximum of five minutes followed up by a verbal warning as to what will happen next, and/or follow up at the end of the lesson.
- iii. Detention - immediate break/lunchtime detention, which does **not** require notice to be given.
- iv. After Academy detention – these can be served on the same day with a phone call or text message to parents to inform them of the decision to detain their son or daughter.
- v. Departmental isolation - removal from room to another member of staff within the department for a period of time (to be agreed between staff). This may be difficult in small departments; however, several smaller departments amalgamating to implement this sanction could overcome this.
- vi. Send for a Curriculum Manager (CM) using email system or a runner to the office.
- vii. Send for a member of LG - it should only be used where the student's behaviour is disrupting the learning of other students, with the behaviour being addressed after the lesson has concluded (see Levels of Response below):

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

B - Lack of effort or casual attitude

In the case of lack of work or effort or a casual approach to learning or use of language, the CM must be informed. Failure to accept sanctions would then be referred to the relevant member of the LG.

Outside class but within the Academy boundaries

Incidents outside class should be brought to the attention of the HoY or LG, who will notify the Form Tutor. Appropriate sanctions will then be imposed, see section above concerning 'Poor Behaviour'. It is essential that the Form Tutor is kept informed. A discipline email must be completed. It remains the responsibility of every member of staff throughout the Academy to challenge instances of poor behaviour that they witness outside the classroom.

Outside the Academy boundaries

Parents or members of the public, often in a telephone call to one of the LG, usually report these. Dependent upon the nature of the complaint, the HOY may be required to follow-up the incident, or the member of LG may pursue a resolution. The severity of the sanctions imposed will reflect the seriousness of the incident. It is the decision of the Principal, a member of LG or the Head of ICAS whether a student needs to be referred to ICAS but only the Principal if the student meets the threshold for exclusion from the Academy – or if a combination of both is required.

As incidents outside the Academy boundaries impinge on the reputation of the Academy, students should expect any sanction to reflect this fact. Such sanctions are therefore likely to be more severe than for actions of a similar nature which take place on the Academy site.

A behavioural policy can only be effective if it is supported and implemented by all staff. Students must also be aware of the range of sanctions available. It remains the class teacher's responsibility to maintain discipline within the classroom, thus creating an effective learning environment. This means that it is the responsibility of all staff members to respond to all issues of poor behaviour and to ensure that a 'zero tolerance' approach is applied consistently across all classrooms and corridors towards indiscipline and unpleasantness. Similarly, any sanctions imposed **MUST** be enforced; ensuring the student serves his or her punishment, which will also act as a future deterrent. Students must not be "let off" sanctions as this gives the wrong message to them and their peers, and undermines discipline throughout the Academy.

Sanctions – Levels of Response

First Tier

Subject teachers and form tutors address academic and pastoral behaviour issues. Inappropriate hairstyles and uniform offences are identified at this stage with the support of HoYs, Learning Mentors (LMs) and Assistant Learning Mentors (ALMs) and appropriate sanctions applied (see tier 2). Form teachers have a major role, with HoY and LM support. If a student is reprimanded for an infringement of their uniform or extreme hairstyle/length, he or she will be placed in ICAS until this/ these are rectified. Detentions should be used for minor disruption in lessons, where the learning of other students is being affected and where students break the daylight rule in any part of the Academy site. Teachers' professional judgement should be used and good practice reinforced. HoYs and CMs need to be proactive in addressing behaviour issues so that the vast majority are dealt with at Tier one.

Second Tier

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

Third Tier

'LG/ICAS' detention is used for misdemeanours that have not been successfully addressed by HOYs, CMs, LMs and ALMs, and for issues that LG deem to be sufficiently serious to warrant this level immediately employed for offences such as:

Failure to attend a HoY or CM detention	Extreme hairstyle
Failure to wear uniform correctly when directed, any jewellery or a repeat offender	Mild aggression / classroom and corridor disruption / out-of-classroom disruption
Swearing	Unpleasantness towards others racism / sexism / harassment / bullying / intimidation

Students could serve a lunchtime detention in addition to an hour's detention after school. A list of after school detainees is made available to staff every morning – and updated every afternoon - to enable them to remind students. HoYs are involved in monitoring behaviour patterns and detention lists, and in coordinating intervention strategies for students who regularly receive after-school detentions. HoYs – or an ALM/ LM - also communicate directly with parents on matters of indiscipline and associated sanctions.

Fourth Tier – ICAS/ Community Service (including exclusions where deemed appropriate)

ICAS is an important component of the discipline structure. It enables the maintenance of high standards - good quality teaching and learning can only come when students are going to lessons on the right terms; focused on behaving, participating, learning and doing their best. Teaching staff will use a range of sanctions including detentions and curriculum area isolation (followed by detention) where there are instances of student indiscipline. ICAS is reserved for more severe behavioural issues or as an alternative to exclusion where it is deemed that it is most advantageous to have the student in the Academy. *ICAS is also used in order to separate a student from the rest of the Academy whilst an investigation is taking place or pending a decision on a final sanction – this is not a sanction in its own right and sometimes is a 'place of safety' for a student.* Professional judgement will always be used when determining the sanction applied to a particular misdemeanour. If a student is placed in ICAS for disciplinary reasons, he or she is separated from other students in the Academy. Classwork is delivered to ICAS so that the student does not fall behind in subject studies. This is closely monitored by LMs. Students placed in ICAS will remain in ICAS throughout

break and lunchtime and will have to remain for one-hour after school every day they are in ICAS. ICAS will also employ Saturday detentions as deemed appropriate in order to address students who continue to exhibit unacceptable behaviour.

ICAS may be used to address the following offences (although this list is not exhaustive):

where staff or students have been subject to physical or verbal aggression or harassment	where staff or students have been subject to sexual harassment or aggression	where staff or students have been subject to sexism, racism, homophobia or transphobia
failure to conform to lower sanctions, refusal to accept sanctions, failure to attend sanctions, regular "offender"/ a number of discipline logs accrued in any one day	truancy (+ catch-up for every lesson truanted). This will include absconding from an after-school detention	serious misconduct and damage to the Academy's reputation or resources
negative reactions to the direction of a member of staff (this will include kissing teeth and/ or tutting)	where disruption has been caused to the running of the Academy, or where there has been disruption to learning of others	in response to major corridor misbehaviour (e.g., pushing, tripping, shouting, kicking)
where the safety of others in the Academy has been compromised	play fighting	where the safety and/or wellbeing of others is compromised by behaviour online

Multiple days in ICAS may be utilised, particularly where the offence is deemed more serious, where the student is a repeat offender of the specific offence being sanctioned for or has been sent to ICAS for other serious offences, or where a particular rule is being given a higher profile during that period in the Academy and students have been warned that there is such a focus. Time in ICAS will be repeated and may also be extended if a student does not behave correctly, takes time off school or arrives late (deemed to be avoiding the ICAS time) and is likely to continue if a student does not show remorse. Parents will be informed by letter and/or over the telephone of the sanction (LM or HoY). Senior staff will communicate with each other whenever a student is placed into ICAS to ensure consistency – a member of LG is responsible for overseeing this. Outside agencies will be contacted as deemed appropriate with students who are placed in ICAS on multiple occasions and a Pastoral Support Programme (PSP) will be implemented if deemed advantageous. Information will be given to staff regarding the reason why a student has been placed in ICAS. ICAS students will be fully supervised through the use of LMs in addition to remote and actual supervision by the HoY and the LG. Community Service might be included in an ICAS sanction. This is an important part of the 'reparation' and teaches the students that there is give and take.

Exclusions (suspensions)

ICAS does not replace fixed-term exclusions. Fixed-term exclusions (suspensions) will be employed where necessary with a combination of ICAS *and* fixed-term exclusion. Permanent exclusion is the final sanction for any child where he or she refuses to adjust to the high expectations set for all of students. Permanent exclusion may be used as a first resort for the most serious of offences (for example serious assaults against students, threatened or actual assaults against staff, bringing weapons or dangerous items to the Academy, carrying or using dangerous items/ offensive weapons outside the Academy, supplying drugs and making false and malicious allegations against members of staff, including "online", persistent bullying or harassment, including "online") or as a response to persistent breaches of the Academy's discipline policy and Academy rules. Additionally, permanent exclusion may be used where a student is considered a threat to the safety of students or staff, either through their actions, what they have stated (in verbal or "written" form) or through any serious actions outside the Academy.

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

Off-Site Activities

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

An evaluation will take place when a student is placed in to ICAS as to whether he or she will still be permitted to participate in Off-Site visits (including representing the Academy in teams). Where a student is placed in to ICAS more than once this may lead to an automatic suspension of his or her right to participate in off-site activities. If a child misbehaves during an Academy trip, this is a serious misdemeanour and is highly likely to lead to him or her being banned from all off-site activities for a calendar year with immediate effect. Wherever a student is excluded he or she will also automatically be placed on the “banned list” for trips and outside activities.

If a ban on participation in activities is imposed, it will be in force for one calendar year. This gives the student a long lead-time to prove that he or she can be trusted to behave correctly. It also serves as a deterrent to other students to engage in behaviour which may lead to ICAS or to a trip ban. At the end of the ban period, the student’s behaviour will be reviewed. If he or she has not been in ICAS since the ban was imposed and his or her behaviour is generally acceptable the ban will be lifted. If the ban is to remain in place, the review periods will be undertaken termly. If a ban is imposed prior to a trip taking place for which a student has signed up and paid monies, all non-variable costs of the trip will be forfeited of up to a maximum of £50, unless another student is able to take the place of the banned student and meets all of the associated costs.

Anti-Bullying

AIM: - to reduce bullying to zero within the Academy.

Racism

AIM: - to reduce racism to zero within the Academy.

Equality

AIM: - to uphold equality values within the Academy.

There is a separate policy dealing in detail with anti-bullying, racism and equality, entitled anti-bullying policy.

Mobile telephones, smart watches, expensive personal possessions and other Academy prohibited items

Possessions – (where the word telephone is used; it also refers to other such ‘smart’ devices such as watches)

The Academy is aware of the benefits and the dangers associated with mobile telephones, and of the fact that during two periods of lockdown students were more dependent on their mobile phones in order to connect easily with friends and with relatives who do not live with them. However, with the return to post-COVID normality, there is a return to pre-COVID expectations on mobile telephones and smart watches for students in Years 7 to 11.

It is a recognised fact that instances of online unpleasantness is on the increase and that mobile telephones are an unnecessary distraction when trying to focus on important academic work. The Academy is intolerant to online unpleasantness and creates an environment in which students are safe and able to work in classrooms free from distraction. Therefore, for both of these reasons, **mobile telephones and smart watches are banned** from the Academy.

If a student brings in a mobile telephone and the Academy becomes aware of this, staff will confiscate it and the student will be issued with an ICAS hour. Parents must collect the mobile telephone from the Academy; the telephone being kept for one week before release. The confiscation period will escalate for further offences. Where a student is a persistent offender, the telephone will be confiscated for incrementally longer periods of time. For example, a second offence would result in two weeks and a third offence four weeks. Persistent offenders would have to serve any sanction associated with confiscation before the device is returned to a parent and in circumstances where sanctions are imposed associated with the possession of a telephone, the sanctions would have to be correctly served before the telephone is returned to a parent. Persistent offenders are likely to face a trip ban as they have demonstrated a lack of respect for Academy rules. The purpose of this is to deter students from bringing in a telephone in the first place, such is the seriousness with which we view this act. The sanctions we apply to students found with a mobile telephone onsite will be applied to students witnessed outside the Academy in their uniform and with a mobile telephone on display. In cases where the telephone (or other item) may be needed to provide evidence of a misdemeanour (even if the owner of the telephone has not committed the misdemeanour) the confiscation period may be indeterminate. In such cases the telephone or item may be held until the investigation is concluded, until the matter being dealt with is complete or it may be handed to another authority such as the Police who will then assume responsibility for it.

Cameras are not permitted except for when on Academy trips where permission must be sought to photograph students and people and where staff may not be photographed without their express permission.

Confiscations

Where the Academy confiscates an item, invariably there will be an ICAS sanction associated with the confiscation. The period of confiscation will be at the discretion of the member of the LG – short for a one-off issue and longer for a repeat offense. The Academy reserves the right to dispose of / destroy items (in line with prevailing legislation) or to require a parent to collect them. Where a student refuses to hand over an item, the student will spend time in ICAS until the item is handed in and may be excluded for non-cooperation and failing to observe Academy rules. If a telephone or other expensive item has not been collected one month after it was available for return, it will be disposed of and no compensation will be payable to the owner.

During P.E. lessons, students are required to hand in valuable items (e.g. (ordinary) watches and cash) to be looked after by their teacher. If an item is not handed in, the Academy will **not** accept responsibility for it. Where an item, such as a watch, is given to a member of staff, (or is confiscated) we will accept a limited liability for the item. We will indemnify *up to* a total value of £30.00 and will only expect to take responsibility for up to £5.00 for cash. We will make reasonable endeavours to lock changing facilities. However, we do not

guarantee security of clothes and goods in changing rooms. Where there is theft (or a loss), for which the Academy accepts liability, we will only make a goodwill gesture payment up to a maximum total of £30.00 - £20.00 maximum for any one possession - and £0 for mobile telephones or other expensive electronic items which students should not have in Academy).

Searches

In order to deter students from bringing contraband items on to the Academy site, it is occasionally necessary to undertake bag and pocket checks and locker checks. Where this happens, the student is first asked whether they have anything on their person that they should not have and given an opportunity to tell a teacher if they have contraband items on their possession. After this, students are asked to remove their blazers and both blazer pockets and bags are searched.

In circumstances when the school suspects or has received information that a student may have brought a mobile phone, a vape or an offensive weapon to the Academy, members of staff will undertake a search using a metal detecting 'wand'. The Academy has two search wands. Where a member of the teaching staff believes a mobile phone has gone off in a lesson, several members of the senior staff will attend that classroom and provide opportunity for the student to declare possession of this for which it will be confiscated and time in ICAS served as mentioned previously. Where no such declaration is made, this will result in the entire class being subject to a search to attempt to locate the mobile phone. Any such device discovered during such a search will result in an increased sanction for the student. If a student refuses to allow a search using the wand, this is a breach of health and safety practices and will require an immediate parent meeting. Usually the Academy will require a parent to accompany the student to the Academy and for the student to agree to searches using the wand whenever the Academy deems this necessary. The Academy follows guidance set out in the Education and Inspections Act of 2006.

Use of Force

Section 93 of the Education and Inspections Act 2006 enables school staff to use such force as is reasonable in the circumstances to prevent a student from doing, or continuing to do, any of the following:

- committing any offence (or, for a student under the age of criminal responsibility, what would be an offence for an older student);
- causing personal injury to, or damage to the property of, any student (including him or herself);
- or prejudicing the maintenance of good order and discipline at the Academy or among any students receiving education at the Academy, whether during a teaching session or otherwise.

The Academy does not encourage the use of force and it will be used very rarely and only in special circumstances. There is no definition of when it is reasonable to use force, and every situation will have to be judged by the person in charge at that time. The degree of force used should be the minimum needed to achieve the desired result.

All staff at the Academy have the authority to use force when reasonable, and this extends to any other person whom the Principal has given the responsibility to be in charge or in control of the students. Staff can also use this power when they are lawfully in charge of students but off the school premises – i.e. on a school trip or when students are travelling to or from the Academy.

Following serious incidents involving the use of force, the Academy will speak to the parents concerned. Such serious incidents involving the use of force will also be recorded by and are likely to result in tier four sanctions and exclusion.

Appendix 1 – Uniform, appearance and preparation for the Academy day

All students are expected to wear Academy uniform in Years 7 to 11, which gives them a recognisable identity as students of Ashcroft Technology Academy and masks any inequality in the home circumstances.

Uniform, which should be kept clean and smart, adds to students' self-respect and self-esteem as members of a community in which they take pride. Students should travel to and from Academy in full and correct smartly worn uniform.

Blazers must be worn between lessons but can be removed in lessons after requesting permission. Correct uniform, correct equipment and the lack of prohibited items are seen as basic requirements for the Academy day.

Where deemed necessary, the Academy will send students home in order to return correctly prepared and attired for the Academy day. The time it takes them to do this will be made up in detentions after Academy hours.

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

Blazer	blue with Academy crest
Pullover	grey V-necked (Optional)
Academy tie	
Trousers / skirt	mid-grey (no jeans, black trousers or denims permitted)
Shirt	white – buttoned to the top, long or short sleeve
Shoes	black lace up or slip on shoes (no training shoes permitted)
Coat/anorak	any sensible plain colour (with no significant logos)

Jeans and denims are not permitted in the Academy or whilst travelling to and from it.

Academy. Outdoor coats are not to be worn in the Academy building.

Caps are not permitted (even as part of mufti), although hats, which cover the ears, are permitted in cold weather and sun hats are permitted to provide protection for students from the sun.

Hooded tops and sweat-tops are not permitted. Where students wear items that are not permitted, they will be confiscated.

Hair should be of natural colour and should be of a moderate length and style. Jewellery (in particular, any form of piercing), with the exception of a wristwatch, should not be worn for Academy. Make-up is not permitted.

Students not entirely conforming to our uniform standard will, in the first instance, serve detentions until they amend their style.

All uniform should have the owner's name on it

Basic equipment which must be brought to Academy each day is part of our uniform requirements:

- School bag containing: diary, exercise books for the day, textbooks, P.E. kit (as required – carried in separate bag), lunch, a reading book and pencil case
- Pencil case containing: blue/black pens, pencils, ruler, eraser, protractor, coloured crayons and scientific calculator
- Carrying prohibited equipment is considered being incorrectly prepared for the Academy day and the Academy will send students home to return correctly equipped where necessary

Physical Education kit

- Pair of trainers **and** pair of football boots
- Pair of football socks - royal blue
- Pair of football shorts - royal blue
- Indoor 'Ashcroft' T-shirt
- Plain navy track bottoms
- Ashcroft sweatshirt
- Deodorant sticks or roll-on deodorant is appropriate to use. Aerosols should not be brought to school.
- Please ensure that kit it is clearly marked with your son/daughter's name.

Appendix 2 - Home-Academy Agreement (General)

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

The Parent

I will:

- ensure that my child attends catch up activities, if s/he misses time at school;
- inform the Academy of any problems that may affect his or her work or behaviour;
- give the Academy my support in its endeavours to offer guidance on good manners and acceptable behaviour;
- support the Academy in its imposition of legitimate sanctions. These could be routine detentions, referrals to ICAS or exclusion;
- support the Academy in its identification of any barriers to learning students may experience and the pastoral support it offers in the Autistic Resource Centre (ARC), SEN, ICAS and study hall;
- offer help and support to my child and the Academy in all matters related to homework;
- attend relevant parent information evenings and discussions about my child's progress;
- respond to any concerns the Academy may have about my child.

The Student

I will:

- follow the Academy's rules and its Code of Conduct;
- do my best at all times in lessons and with homework;
- be punctual, properly dressed and equipped for Academy;
- attend and be prepared to complete meaningful work, if referred to catch up or study hall;
- show respect for adults, other students and the environment;
- complete sanctions imposed by the Academy with good grace and with a view to avoiding any repetition of the behaviour that led to a detention or referral to ICAS;
- take part in extra-curricular activities and House competitions
- use the Academy's ICT equipment and the internet by following the rules given to me.

The Academy

We will:

- keep your child safe and secure in the Academy;
- respond promptly and effectively to any concerns you may have;
- send home regular reports with regard to your child's progress and inform you of any concerns we may have regarding his or her work or behaviour;
- set, mark and monitor suitable homework;
- write to you regularly to keep you informed of the wide variety of activities taking place and of our current concerns;
- seek to achieve high standards of behaviour and encourage your child to achieve the maximum of which s/he is capable;
- impose legitimate sanctions in response to poor behaviour and mentor students in ICAS to avoid a repeat;
- ensure policy documents are up to date and available online.

Student's name: _____ Form: _____

Signed: _____

Parent Student

_____ Principal

Appendix 3 - Home-Academy Agreement on the use of the Internet

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

Student: _____ Form: _____

I agree to use the Academy's ICT equipment in a responsible manner and to follow the rules in the use of the Internet in the Academy and at home.

Signed _____

Student

Counter-signed _____

Parent