

ASHLEY HIGH SCHOOL

Statement of Behaviour Principles and Behaviour Policy

This policy was reviewed: 9/23, 9/24

Next review: September 2025

**Lead Teachers: Diane Wilson, Michael Jones**

**Statement of Behaviour Principles Principles**

• To recognise that each individual, student or member of staff, is unique and deserves to be valued equally.

• That all will actively promote equality irrespective of race, gender, age, sexuality, religion or disability.

• To provide a positive and supportive environment in which staff and students can maximise their skills and to support them in fulfilling their potential for the benefit of themselves and the wider community.

• To provide full opportunity for our staff and students to develop their individual talents and build a strong foundation for their future.

• To develop effective leadership throughout all levels of the staffing structure and to use this to create a successful teaching environment where the high expectations of students, staff and Governors are met.

• That all at Ashley High School will feel safe and secure.

• To eliminate all forms of discrimination, harassment or bullying.

• That positive, strong relationships exist throughout the school, which lead to the mutual respect between all members of our community that encourages good behaviour.

• To enable leaders to lead, teachers to teach and students to learn.

# Aims

This policy aims to:

* Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
* Establish a whole-school approach to maintaining high standards of behaviour that reflect the core values of the school
* Outline the expectations and consequences of behaviour
* Provide a consistent approach to behaviour management that is applied equally to all pupils
* Define what we consider to be unacceptable behaviour, including bullying and discrimination

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# Legislation, statutory requirements and statutory guidance

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

* [Behaviour and discipline in schools: advice for headteachers and school staff, 2016](https://www.gov.uk/government/publications/behaviour-in-schools--2)
* [Behaviour in schools: advice for headteachers and school staff 2022](https://www.gov.uk/government/publications/behaviour-in-schools--2)
* [Searching, screening and confiscation at school 2018](https://www.gov.uk/government/publications/searching-screening-and-confiscation)
* [Searching, screening and confiscation: advice for schools 2022](https://www.gov.uk/government/publications/searching-screening-and-confiscation)
* [The Equality Act 2010](https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools)
* [Keeping Children Safe in Education](https://www.gov.uk/government/publications/keeping-children-safe-in-education--2)
* [Exclusion from maintained schools, academies and pupil referral units in England 2017](https://www.gov.uk/government/publications/school-exclusion%22%20%5Cl%20%22%3A~%3Atext%3DSchools%20and%20colleges%20must%20continue%2Cheadteachers)
* [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022](https://www.gov.uk/government/publications/school-exclusion%22%20%5Cl%20%22%3A~%3Atext%3DSchools%20and%20colleges%20must%20continue%2Cheadteachers)
* [Use of reasonable force in schools](https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools)
* [Supporting pupils with medical conditions at school](https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3)

It is also based on the [Special Educational Needs and Disability (SEND) Code of Practice](https://www.gov.uk/government/publications/send-code-of-practice-0-to-25).

In addition, this policy is based on:

* Section 175 of the [Education Act 2002](http://www.legislation.gov.uk/ukpga/2002/32/section/175), 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](http://www.legislation.gov.uk/ukpga/2006/40/section/88), 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
* [DfE guidance](https://www.gov.uk/guidance/what-maintained-schools-must-publish-online#behaviour-policy) explaining that maintained schools must publish their behaviour policy online

# 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

**Serious misbehaviour** is defined as:

* Repeated breaches of the school rules
* Any form of bullying
* Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
* Sexual comments
* Sexual jokes or taunting
* Physical behaviour like interfering with clothes
* Verbal or physical abuse
* Vandalism
* Theft
* Fighting
* Smoking
* Racist, sexist, homophobic or discriminatory behaviour
* Possession of any prohibited items, including weapons, drugs, alcohol, stolen items, tobacco, fireworks or indecent images

# Roles and responsibilities

The governing body

The school’s governing body 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 governing body
* 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 section 13.1)

Teachers and staff

Staff are responsible for:

* Creating a calm and safe environment for pupils
* Establishing and maintaining clear boundaries of acceptable pupil behaviour
* Implementing the behaviour policy consistently
* Communicating the school’s expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
* Modelling expected behaviour and positive relationships
* Providing a personalised approach to the specific behavioural needs of particular pupils
* Considering their own behaviour on the school culture and how they can uphold school rules and expectations
* Recording behaviour incidents promptly (via CPOMS)
* Challenging pupils to meet the school’s expectations

The Leadership and Management team (LMT) will support staff in responding to behaviour incidents.

Parents and carers

Parents and carers, where possible, should:

* Get to know the school’s behaviour policy and reinforce it at home where appropriate
* Support their child in adhering to the school’s behaviour policy
* Inform the school of any changes in circumstances that may affect their child’s behaviour
* Discuss any behavioural concerns with the Form Tutor promptly
* Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)
* Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
* Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school’s policy, and working in collaboration with them to tackle behavioural issues.

Pupils

Pupils will be made aware of the following during their induction into the behaviour culture:

* The expected standard of behaviour they should be displaying at school
* That they have a duty to follow the behaviour policy
* The school’s key rules and routines
* The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don’t meet the standard
* The pastoral support that is available to them to help them meet the behavioural standards

Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

Pupils will be supported to develop an understanding of the school’s behaviour policy and wider culture.

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Extra support and induction will be provided for pupils who are mid-phase arrivals.

# School behaviour curriculum

Pupils are expected to:

* Work hard, try their best and challenge themselves, even when things seem difficult. They should also try to work as independently as possible
* Work together with staff and other students to encourage each other and do the very best they can as a group
* Tell the truth, even if they make mistakes, so that they can be trusted and they can trust other people
* Learn to cope with things if they go wrong and understand that it is OK to make mistakes, as long as they continue to try their hardest
* Behave and communicate in a kind way and treat everyone as equals, making sure their words and actions do not upset or hurt others, or prevent them from learning
* Act as a positive role model to other students and care for them. They should make good choices and accept the results of their actions
* Wear the correct uniform at all times
* Refrain from behaving in a way that brings the school into disrepute, including when outside school or online

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all pupils can meet behavioural expectations in the curriculum.

Mobile phones

Students are allowed to bring their mobile phones in to school with them. However, the following rules apply;

* Phones should be switched off as soon as they come in to school and placed in their lockers
* If a student does not have a personal locker the phone should be given to their Form Tutor for safe keeping
* Pupils are NOT permitted to use their school phones during the school day.
* The school accepts no responsibility for loss or theft of any mobile phone

# Responding to behaviour

****Classroom management****

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school.

They will:

* Create and maintain a stimulating environment that encourages pupils to be engaged
* Display the school rules and core values
* Develop a positive relationship with pupils, which may include:
	+ Greeting pupils in the morning/at the start of lessons
	+ Establishing clear routines
	+ Communicating expectations of behaviour in ways other than verbally
	+ Highlighting and promoting good behaviour
	+ Concluding the day positively and starting the next day afresh
	+ Having a plan for dealing with low-level disruption
	+ Using positive reinforcement and restorative practices

****Safeguarding****

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

We will consider whether a pupil’s misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children’s social care is appropriate.

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

Responding to good behaviour

When a pupil’s behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school’s culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school’s behaviour culture.

Positive behaviour will be rewarded with:

* Verbal praise and ‘Quick Notes’
* Communicating praise to parents/carers via a phone call at the end of the day
* Certificates and recognition in weekly assemblies
* Weekly reward sessions
* Termly activities outside of the classroom

**Responding to misb**e**haviour**

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.

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.

De-escalation techniques can be used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts and phrases.

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.

The school may use 1 or more of the following sanctions in response to unacceptable behaviour:

* A verbal reprimand and reminder of the expectations of behaviour
* Expecting work to be completed at home, or at break or lunchtime
* Detention at break or lunchtime, or after school
* Loss of reward sessions
* Referring the pupil to a senior member of staff
* Letter or phone call home to parents
* Agreeing a behaviour contract
* Putting a pupil ‘on special report’
* Removal of the pupil from the classroom
* Fixed term exclusion
* Permanent exclusions, in the most serious of circumstances

Personal circumstances of the pupil will be taken into account when choosing sanctions and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

Reasonable force

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff 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 parents

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.

Please refer to our Positive Handing/Physical Restraint policy for more information

Confiscation, searches, screening

Searching, screening and confiscation is conducted in line with the DfE’s [latest guidance on searching, screening and confiscation](https://www.gov.uk/government/publications/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.

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 parents, if appropriate.

Off-site misbehaviour

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

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

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.

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

If a decision is made to report the matter to the police, the headteacher or member of the senior leadership team will make the report.

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 designated safeguarding lead (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.

Students 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
* Carrying out risk assessments, where appropriate, to help determine whether to:
	+ Manage the incident internally
	+ Refer to early help
	+ Refer to children’s social care
	+ Report to the police

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

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 whether to discipline the pupil in accordance with this policy.

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.

# Serious sanctions

Detention

The Headteacher may determine that a behaviour or behaviours are worthy of a school detention

Students can be issued with detentions during break or lunch time, or after school

The school will decide whether it is necessary to inform the pupil’s parents of a break or lunch time detention. Parents will be informed of an after school detention

When imposing a detention, the school will consider whether doing so would:

* Compromise the pupil’s safety
* Conflict with a medical appointment
* Prevent the pupil from getting home safely
* Interrupt the pupil’s caring responsibilities

Removal from classrooms

In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom

Pupils who have been removed will continue to receive education under the supervision of a member of staff that is meaningful, but it may differ from the mainstream curriculum.

Removal will only be used in response to serious or consistent misbehaviour. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

* Restore order if the pupil is being unreasonably disruptive
* Maintain the safety of all pupils
* Allow the disruptive pupil to continue their learning in a managed environment
* Allow the disruptive pupil to regain calm in a safe space

Pupils who have been removed from the classroom are supervised by support staff for an agreed period of time, the maximum of which will be the remainder of the lesson

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the headteacher.

Pupils should be reintegrated into the classroom as soon as appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents will be informed on the same day that their child is removed from the classroom.

The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class, such as Individual Behaviour Support Plans, Pastoral Plans or Special Report Cards. School may also use the following measures

* Meetings with Emotional Coach
* Use of teaching assistants
* Pupil support units
* Multi-agency assessment

Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal, and any protected characteristics of the pupil.

Suspension and permanent exclusions

The school can use fixed-term and permanent exclusion in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the headteacher and only as a last resort.

Please refer to our exclusions policy for more information

# Responding to misbehaviour from pupils with SEND

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](https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools))
* Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](https://www.legislation.gov.uk/ukpga/2014/6/contents/enacted))

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. These may include;

* Short, planned movement/sensory breaks
* Adjusting seating plans to remove triggers or support student’s learning
* A range of staff training in understanding SEND
* Use of separate spaces (Quiet room or corridor) where students can regulate their emotions or during a moment of sensory overload

9.2 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?

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.

# Supporting pupils following a sanction

Following a sanction, the school will consider strategies to help pupils to understand how to improve their behaviour and meet the expectations of the school.

Measures might include;

* Restorative practices
* Reintegration meetings
* Meetings with Emotional Coach
* Meetings with Form Tutor
* Report card with personalised behaviour goals

# Monitoring arrangements

Monitoring and evaluating school behaviour

The school will collect data on the following:

* Behavioural incidents, including removal from the classroom
* Attendance, permanent exclusion and suspension
* Use of pupil support units, off-site directions and managed moves
* Incidents of searching, screening and confiscation
* Anonymous surveys for staff, pupils, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be analysed from a variety of perspectives including:

* At school level
* By age group
* At the level of individual members of staff
* By time of day/week/term
* By protected characteristic

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.

Monitoring this policy

This behaviour policy will be reviewed by the headteacher and governing body at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1). At each review, the policy will be approved by the senior leadership team

The written statement of behaviour principles will be reviewed and approved by the governing body annually.

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# Links with other policies

This behaviour policy is linked to the following policies

* Exclusions policy
* Child protection and safeguarding policy
* Positive Handling/Physical restraint policy
* Mobile phone policy
* Anti-bullying policy

** Student Code of Conduct**

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Students, please read this document and sign below

**As a student I will –**

* Arrive at school and to lessons every day, on time and ready to learn
* Try my best to do my work, ask for help if I need it and accept support and advice from staff
* Wear the correct school uniform
* Follow school rules (see below) and staff instructions
* Look after school equipment, and show respect for the school environment and local community
* Be a champion of the 6 Ashley High School core values –
* ***Aim High***
* ***Team Spirit***
* ***Honesty***
* ***Resilience***
* ***Respect***
* ***Responsibility***

**Ashley High School Rules**

1. **AIM HIGH**

I will work hard, try my best and challenge myself, even when things seem difficult. I will try to work as independently as possible.

1. **TEAM SPIRIT**

I will work together with staff and other students to encourage each other and do the very best we can as a group.

1. **HONESTY**

I will tell the truth, even if I make mistakes. That way I can be trusted and I can trust other people.

1. **RESILIENCE**

I will learn to cope with things if they go wrong and understand that it is OK to make mistakes, as long as I keep trying my hardest.

1. **RESPECT**

I will behave and communicate in a kind way and treat everyone as equals, making sure my words and actions do not upset or hurt others, or stop them from learning.

1. **RESPONSIBILITY**

I will be a positive role model to other people and look after them. I will make good choices and accept the results of my actions.

Signed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (*Student)* Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

** Parent/Carer Code of Conduct**

Parents/Carers, please read this document and sign below

**As a parents/carers we will –**

* Ensure that our child attends school regularly, on time, properly equipped and in correct school uniform
* Attend any relevant meetings or school appointments in order to achieve the best outcomes for our child
* Read and stay up to date with the school’s policies and information
* Treat all members of the school community with care and respect (including social media communications)
* Read any communications sent home by the school and respond promptly where necessary
* Support the 6 Ashley High School core values of -
* ***Aim High***
* ***Team Spirit***
* ***Honesty***
* ***Resilience***
* ***Respect***
* ***Responsibility***
1. **AIM HIGH**

We will promote our child’s development and education by encouraging them to have a positive work ethic and supporting them to complete all homework tasks, enabling them to reach their full potential.

1. **TEAM SPIRIT**

We will work in partnership with the school to celebrate and reward our child’s achievements and support them as needed.

1. **HONESTY**

We will communicate openly and clearly with school staff in order to best support our child’s needs.

1. **RESILIENCE**

We will focus on the positive elements of students school life, helping our child to become more resilient and to cope with difficult or new learning experiences appropriately.

1. **RESPECT**

We will behave and communicate in a kind, appropriate and tolerant manner, making sure we recognise others opinions, needs and viewpoints.

1. **RESPONSIBILITY**

We will act as positive role models to our child, ensuring they are aware of, and observe the 6 Ashley High School core values.

*Childs Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

Signed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (*Parent/Carer)*  Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**** Staff Code of Conduct**

Staff, please read this document and sign below

**As a member of staff I will –**

* Support your child’s wellbeing and safety by providing a safe, supportive

and caring environment

* Communicate in a timely manner about any problems or concerns which are affecting your child’s work or behaviour
* Provide a balanced curriculum tailored to the needs of Ashley High School students
* Promote high standards of behavior, and outline clear expectations in our behaviour policy so we can maintain a safe environment for all children
* Set homework that supports the delivery of the curriculum and provide feedback where appropriate
* Offer opportunities for parents and carers to get involved in school life
* Keep you informed about school matters in general, through the newsletter and your child’s progress in particular through our reporting and communication systems
* All staff will promote the 6 Ashley High School core values of –
* ***Aim High***
* ***Team Spirit***
* ***Honesty***
* ***Resilience***
* ***Respect***
* ***Responsibility***
1. **AIM HIGH**

We will have high expectations of all students and provide relevant challenge in all areas of school life, enabling them to reach their full potential.

1. **TEAM SPIRIT**

We will work collaboratively and enthusiastically with all stakeholders to provide both students and parents/carers with a sense of belonging and positive support. We will celebrate and reward your child’s success.

1. **HONESTY**

We will behave and communicate both openly and transparently, enabling us to develop positive and trusting relationships with all stakeholders.

1. **RESILIENCE**

We will teach and demonstrate strategies that aid students in reacting to, and coping with, situations they find difficult or challenging.

1. **RESPECT**

I will behave and communicate in a kind, appropriate and tolerant manner, making sure we recognise others opinions, needs and viewpoints.

1. **RESPONSIBILITY**

We will act as positive role models and do all we can to provide the holistic care and support your child needs to develop academically, socially, personally and emotionally.

Signed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (*Staff Member)*  Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_