

# Behaviour for Learning Policy

|                         |                                                             |
|-------------------------|-------------------------------------------------------------|
| <b>Policy Owner</b>     | Director of Quality Assurance                               |
| <b>Approved by</b>      | Education Standards Committee on 26 <sup>th</sup> June 2024 |
| <b>Last reviewed on</b> | September 2024                                              |
| <b>Next review date</b> | September 2025                                              |

This policy covers all Creative Education Trust academies and should be read in conjunction with the individual behaviour management procedures for each academy. **The procedures for Ellis Guilford School are set out in Appendix One of this overarching policy.**

## Principles and Purpose

To achieve the aims of a Creative Education Trust Academy and to enable effective teaching and learning to take place so that pupils can achieve their potential, excellent attitudes to learning and good behaviour are essential.

The philosophy of Creative Education Trust is based on inclusive principles. Creative Education Trust recognises its duties under the Equality Act 2010. Its academies actively foster an ethos of discipline and mutual respect between pupils, between staff and pupils, and positive relationships with parents. They monitor actions taken to reward good behaviour and sanctions for unhelpful behaviour to help ensure that any prejudice is tackled.

Excellent attitudes to learning and good behaviour are dependent on strong leadership and high expectations from the Headteacher/Principal and all members of staff. Creative Education Trust expects a consistent approach to behaviour management from all adults in each of its academies.

This policy is compliant with the following DFE Guidance/Advice:

- 'Behaviour In Schools – Advice for Headteachers and school staff' (September 2023):  
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1101597/Behaviour\\_in\\_schools\\_guidance\\_sept\\_22.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101597/Behaviour_in_schools_guidance_sept_22.pdf)
- Suspension and Permanent Exclusion Guidance (September 2023):  
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1162401/Suspension\\_and\\_permanent\\_exclusion\\_guidance\\_September\\_2023.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1162401/Suspension_and_permanent_exclusion_guidance_September_2023.pdf)
- Searching, Screening and Confiscation – Advice for Schools (July 2022):  
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1091132/Searching\\_Screening\\_and\\_Confiscation\\_guidance\\_July\\_2022.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1091132/Searching_Screening_and_Confiscation_guidance_July_2022.pdf)
- Use of Reasonable Force in Schools (July 2013):  
<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>
- *Keeping Children Safe in Education* 2024:  
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1161273/Keeping\\_children\\_safe\\_in\\_education\\_2024\\_-\\_statutory\\_guidance\\_for\\_schools\\_and\\_colleges.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1161273/Keeping_children_safe_in_education_2024_-_statutory_guidance_for_schools_and_colleges.pdf)

The academy seeks to achieve good behaviour and discipline by:

- promoting self-esteem, self-discipline, resilience, regard for authority, well-being and positive relationships based on mutual respect between pupils and their peers, and staff and pupils
- ensuring that staff and pupils feel secure, safe, valued and treated with dignity, respect, kindness and understanding
- ensuring that adults model the behaviours they wish to see, recognising that adult behaviours affected pupils' responses and behaviours
- maintaining high expectations for all, understanding that some pupils may need additional support and reasonable adjustments to meet expectations
- getting to know pupils well, developing an understanding of potential 'triggers' for any unhelpful behaviour and using this knowledge to plan the best ways to support individuals to better manage their behaviour
- recognising that positive reinforcement is more likely to change behaviour than sanctions
- ensuring that both helpful and unhelpful behaviour is responded to in as consistent and fair way as is possible, given that the need to provide reasonable adjustments for pupils who have SEND, for example, will sometimes mean that equity takes priority over consistency
- ensuring clear expectations about how pupils should behave, and how they can expect staff to respond when those behaviours are, or are not, demonstrated
- ensuring that pupils understand how they can behave in the ways that are expected, why this is important, and the possible consequences of unhelpful behaviour, through the delivery of a 'behaviour curriculum'
- encouraging dialogue between pupils and staff after incidents of unhelpful behaviour, to reset relationships and discuss how best to avoid a repetition of such incidents
- promoting early intervention, where possible, before patterns of behaviour on the part of a pupil become embedded, and providing appropriate support for the pupil upon reintegration from school after a suspension
- staff development and support through CPD and INSET days (including behaviour management as part of the new teacher induction programme)
- working in positive partnership with parents and other agencies to support pupils who struggle to manage their behaviour
- informing parents of the behaviour policy and expecting their support in upholding the school's expectations.

## Teaching and Learning

The teaching of good behaviour is done both explicitly and implicitly. Respect, politeness, punctuality, conflict resolution and conflict avoidance are implicitly taught and modelled on a daily basis. There are also aspects of behaviour that are taught through explicit curriculum areas. Each CET academy will develop a 'behaviour curriculum' that sets out expectations around conduct and routines, why these are important, and how pupils can meet them.

Creative Education Trust fully understands that better teaching typically leads to better behaviour. Disruption in lessons is frequently the result of pupils not being properly engaged in purposeful learning. Dealing with behaviour problems is primarily the responsibility of teaching staff themselves.

Where intervention is necessary, each academy has its own staged approach to managing classroom behaviour, beginning with the classroom teacher and escalating to senior leadership as required (see Appendix One for details).

Where a pupil's behaviour is unacceptable, but is neither extreme nor dangerous, the staff member will provide a brief and, where possible, positively framed explanation about how that behaviour needs to change so that the pupil is clear about what is expected. The staff member will also give a reasonable amount of time for the pupil to adjust their behaviour before issuing another warning or applying a sanction in line with the school's policy.

It is not always possible, desirable or necessary for the staff member to discuss the reasons for the application of a sanction at the point that it is issued. However, when the pupil discusses their behaviour with a member of staff subsequently, the reason for the sanction being issued should always be made clear in ways that make it easy for the pupil to understand. The pupil should be given the opportunity to explain, in a polite, calm and respectful manner, what happened and why, and any difficulties they may be having that staff might be unaware of. Discussions should focus upon how the pupil can do things differently in the future, any difficulties that they anticipate, and any support that might help to minimise these.

## Behaviour Expectations

Staff who work in the Trust's academies will model the kind of behaviours that they wish pupils themselves to demonstrate. Staff will, therefore, engage with pupils in a polite, calm and respectful manner and will do their best to 'de-escalate' situations when a pupil's behaviour is unacceptable. Staff should always consider whether, and how, the behaviour that is presenting is directly linked to a pupil's SEND. Staff will listen, at an appropriate time, to what a pupil wants to say, provided it is said respectfully, about an incident that has been responded to, and/or a sanction that has been given. Staff will seek to understand any underlying issues or contextual challenges that may help to explain a pupil's poor behaviour, even if these do not excuse that behaviour. They will share that information, as appropriate, with other adults so that the most appropriate actions can be taken to support the pupil to manage their behaviour better.

The Trust's academies will consistently promote high standards of behaviour and provide the necessary support to ensure all pupils can achieve and thrive both in and out of the classroom. The academies will consider how a whole-school approach meets the needs of all pupils in the school, including pupils with SEND, so that everyone can feel they belong to the school community and high expectations are maintained for all pupils. The aim of each academy is to encourage a positive behaviour culture that will create a calm and safe environment which will benefit pupils with SEND, enabling them to learn. Some behaviours are more likely to be associated with particular types of SEND.

Where appropriate, academies will consider poor behaviour in relation to a pupil's SEND and will take such steps as are reasonable to avoid any substantial disadvantage to a disabled pupil caused by the school's policies or practices. This will sometimes mean that a pupil with SEND receives a different sanction or intervention, than a pupil without SEND. Equity acknowledges the need to treat people differently, dependent on need, to ensure equality. These decisions will be made by trained and qualified staff.

Patterns of challenging behaviour will be flagged to the SENCO for investigation, including when a pupil has not previously been identified as having SEND.

## **Consistency**

The academy will ensure consistency – which does not mean a lack of flexibility or personalisation – through:

- Consistent culture – everybody living the academy's values
- Consistent language – clear and simple expectations reflected in conversations about behaviour
- Consistent routine for reinforcing, encouraging and celebrating positive behaviours
- Consistent modelling of responsibility and accountability
- Consistent boundaries and consequences defined, agreed and applied
- Consistent respect shown by adults – even in difficult situations
- Consistent modelling of emotional control and restraint
- Consistently reinforced routines in classrooms, around the site and in the wider community.

## **Promoting Positive Relationships**

Research demonstrates that good relationships are a significant factor in promoting positive behaviour. Staff may take the following kinds of actions, as appropriate to the specific circumstances, to develop good relationships:

- Greeting by name and knowing pupils as individuals
- Offering comfort in distress
- Finding positive qualities and strengths in every pupil
- Giving pupils regular, positive feedback that is specific, merited and genuine
- Showing belief, trust and support to meet high expectations
- Avoiding discussing a pupil's difficulties or pattern of behaviour in front of them (unless part of a supportive intervention)
- Showing acceptance of the pupil but not their specific behaviour at any given moment in time
- Model and focus on what should be done as opposed to what shouldn't
- Not 'labelling' pupils as naughty, difficult or challenging
- Giving choices which give the pupil some agency and promote self-efficacy
- Trusting pupils by giving them opportunities
- Never making unfavourable comparisons or 'put downs'
- Doing everything possible to avoid sanctions that are about removal or exclusion
- Using removal or exclusion when they are appropriate
- Welcoming pupils back when they have been absent.

## **Rewards**

Creative Education Trust recognises that praise is more effective than punishment and that positive behaviour and good attendance are more likely to be fostered in a climate of rewards and encouragement. Staff will focus on effort rather than simply achievement, to recognise those who are trying hard. Staff will make it clear to pupils what behaviours are being looked for. They will ensure that praise has context and meaning. Staff will make positive phone calls home, or send notes, emails or postcards, as appropriate.

Staff will not use rewards or recognition as a 'bribe' for a pupil to carry out a specific action. They will not use recognition to make a negative example of another learner; nor will they give recognition/rewards as a token gesture. Staff will not take away recognition/rewards because of unhelpful behaviour.

Positive recognition can include:

- a) praise (oral and written)
- b) individual rewards including team or house points
- c) note in planner/homework diary
- d) messages home by text, phone or in writing, such as praise postcards
- e) certificates
- f) displays of good work
- g) praise assemblies and prize draws.

## **Support**

In addition to applying sanctions (see below), academies provide support to enable pupils to improve their behaviour. Support will be offered, wherever possible, to help individual pupils to better manage their behaviour and to try and avoid internal exclusion or suspension from school.

On returning from suspension, leaders will work with the pupil and parents/carers to review the support package in place for the pupil. Support may include, but is not limited to, the following:

- Targeted/discussion with staff member
- Meeting with parents
- Restorative justice conversations
- Home visits
- Booster classes
- Movement breaks
- Adjustment to seating plans
- Staff mentoring
- Peer mentoring
- Counselling
- Positive report
- Use of alternative provision
- Pupil Referral Unit
- Encouraging volunteering within or outside of the community

Academies also work positively with external agencies and will seek support from them to ensure that the needs of all pupils are met.

Should a pupil serve three suspensions, in any given term, or more than three during any given academic year, the pupil and their parents will be invited to a meeting of relevant professionals. The purpose of this meeting will be to discuss the impact of previous forms of support that have been offered, and to consider any other ways forward. This meeting will also serve as the formal reintegration meeting that welcomes the pupil back to the school community.

Where a pupil has not been suspended from school, but a pattern of unhelpful behaviour is evident, leaders may invite the pupil and their parents to such a meeting to see what can be done to support the pupil. Parents themselves may request such a meeting should they become concerned about their child's behaviour or the sanctions that they are accumulating because of it.

The Trust recognises that changes in behaviour may be an indicator that a pupil needs help or protection. Academies will consider whether a pupil's behaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, academies will follow Safeguarding and Child Protection procedures.

## **Sanctions**

Teachers have a statutory right to discipline pupils whose behaviour is unacceptable, who break the academy rules or who fail to follow a reasonable instruction (Sections 90 and 91 of the Education and Inspections Act 2006). This power applies to all paid staff with responsibility for pupils. However, taking disciplinary action and providing appropriate support are not mutually exclusive actions. Where possible academies will facilitate them at the same time.

Teachers and other paid staff can discipline pupils at any time the pupil is in the academy or elsewhere under the charge of a teacher, including on academy visits.

Teachers can also discipline pupils, in line with this policy, when a pupil's misbehaviour occurs outside school when the pupil is:

- taking part in any school-organised or school-related activity
- travelling to or from school
- wearing school uniform
- in some way is identifiable as a pupil at the school

or at any time, regardless of whether the above conditions apply, when the misbehaviour:

- could have repercussions for the orderly running of the school
- poses a threat to another pupil or member of the public
- could adversely affect the reputation of the school.

All sanctions must be consistent, reasonable, proportionate and in accordance with 2010. The pupil's age and any special educational needs or disability will be considered.

Allegations of bullying are dealt with under the anti-bullying policy.

Academy staff will consider each incident individually and recognise that a variety of responses will be necessary to deal with incidents. They will consider very carefully the implications of any action staff may take. In general, all staff can impose the sanctions detailed in this policy with the following exceptions.

- Only the Principal/Headteacher, (or someone acting as Principal/Headteacher), may exclude a pupil from the academy.
- Only the Principal/Headteacher or a delegated member of staff may remove a pupil from the classroom.

Whilst we promote a positive environment, sanctions are needed as consequences for unhelpful behaviour. When poor behaviour is identified, a fair investigation will take place and sanctions are to be implemented consistently and fairly in line with the policy.

Sanctions can include:

- Warnings - oral and written
- Communication home
- Lunchtime detention (with provision for the pupil to eat and go to the toilet)
- After school detention
- On report
- Community service
- Internal exclusion
- Suspension
- Loss of privileges
- Permanent exclusion

For more information about suspensions and permanent exclusions, please see the Trust's Exclusion Policy.

## Detentions

A detention is a commonly used sanction, often used as a deterrent against future unhelpful behaviour. The headteacher can decide which members of staff can issue detentions. **Please see Appendix One for details of these arrangements at Ellis Guilford School.**

Detentions may be set at the following times:

- Before or after official school start and finish times
- Any school day when the pupil does not have permission to be absent
- Teacher training days

Teachers may keep pupils in during their lunch break. Pupils will be allowed a reasonable time to eat, drink and use the toilet.

Academies will always endeavour to give parents notice of a detention on the day, or during the day before it is to take place. When setting detentions, teachers will always take into consideration whether a pupil has the means to return home safely and any special or medical needs which they may have. Notice will often not be given for a short conversation after school about behaviour or any other school-related issues. Parental consent is not required for detentions to take place.

## Removal from Classrooms

Removal is where a pupil, for serious disciplinary reasons, is required to spend a limited time out of the classroom at the instruction of a member of staff. When a pupil is removed from the classroom they are still able to work and learn under close supervision.

Removal from the classroom should only be used when necessary and once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Where a pupil is removed from a lesson because they have not changed their behaviour despite repeated guidance, or because of an incident of extreme or dangerous behaviour, a member of the pastoral team will have a brief discussion with the pupil to establish whether it is likely that they can return to that lesson, or to the following lesson, without further incident, or whether they will need to spend some time being educated in an alternative venue within school, or be subject to a suspension from school. The aim, whenever possible, is to minimise the pupil's loss of lesson learning.

The removal of a pupil from a lesson is regarded as a serious matter. Parents/carers will be advised of this, and the reasons for it, on the same day. Refusal to attend the removal room may result in a suspension. School leaders may invite parents to a meeting to discuss how their child can be best supported to remain in the classroom once they have completed their time in internal exclusion.

Appendix One sets out the details of the length of time that it is appropriate for a pupil to be in removal/'reset' for, and the process for reintegrating the pupil back into lessons. The academy will seek to limit the amount of lesson-based learning missed by pupils who are removed from the classroom so that it is no more than is considered necessary to enable the pupil to return to lessons calmly.

Removal from lessons for a short period of time is not a sanction and can be used for the following reasons:

- a) to maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption;
- b) to enable disruptive pupils to be taken to a place where education/individualised support can be continued in a managed environment; and
- c) to allow the pupil to regain calm in a safe space before resuming learning within their normal lessons.

## **Internal Exclusion**

Typically, pupils who continue to engage in persistent disruptive behaviour, and who, in the professional judgement of staff, cannot be quickly reintegrated into their normal lessons, will be provided with a more appropriate learning environment – which could be the removal room, or an additional venue - within school rather than be externally suspended. This is to minimise lost learning and ensure that pupils are on site, supervised and safeguarded.

Where leaders instead make use of the sanction of external suspension for persistent disruptive behaviour, the suspension letter that parents receive will make clear the rationale for this, and the support that has previously been provided to the pupil to help them to manage their behaviour more appropriately.

Staff must allow a reasonable time for pupils who have been removed from lessons to eat, drink and go to the toilet. The venue used will be suitable for learning. Resources provided for learning will, as far as possible, help the pupil to learn about what their peers are learning about in the lesson/s that are being missed.

## **Suspensions**

The academy's leaders will follow the separate Suspensions and Exclusions Policy before taking the decision to exclude a pupil. The decision to suspend is taken very seriously and is only considered where there has been a serious/repeated breach of the behaviour policy, all reasonable alternative sanctions/strategies have been attempted and the behaviour is seriously detrimental to the education/welfare/health and safety of the pupil and/or other members of the school community.

Before any consideration of suspension, leaders will consider any SEND needs and whether these have impacted on the pupil's behaviour, making any necessary reasonable adjustments. The SENCO or members of the SEND team will consider specific strategies relating to SEND and support pupils to regulate their emotions where needed.

Pupils will be set work to complete during the suspension. A pupil who is reintegrated without having completed this work may be educated outside of their normal lessons for up to one day other than in exceptional circumstances, to complete the work upon return from suspension, as a supportive measure to ensure that the pupil catches up and can access their learning when they return to their normal lessons.

## **Use of mobile phones**

Headteachers and principals have discretion as to whether, and in what circumstances, mobile phones can be used during the school day. Allowing access to mobiles in school introduces complexity and risks, including distraction, disruption, bullying and abuse, and can be a detriment to learning. Headteachers and principals should consider restricting or prohibiting mobile phones to reduce these risks. Appendix One sets out the academy's approach to mobile phones.

## **Visiting the toilet during lessons**

Pupils are encouraged to visit the toilet during social times and lesson changeover periods. If staff allow a pupil to visit the toilet during lesson times, the pupil may be asked to leave their switched-off mobile device in a tray on the teacher's desk. The pupil will be able to collect their mobile device immediately on return to the classroom. This is to minimise the ability of pupils to use their mobile phones in an unsupervised manner, which can represent a safeguarding risk.

## **Use of social media**

Provisions of this policy apply to all forms of social media and they apply to the use of social media for both school purposes and personal use that may affect the school, pupils or staff in any way.

The use of social media is prohibited in the following circumstances:

- where damage is caused to the school or its reputation even indirectly;
- use that may defame school staff or any third party;
- use that may harass, bully or unlawfully discriminate against staff, other pupils or third parties;
- false or misleading statements;
- use that impersonates staff, other pupils or third parties;
- expressing opinions on the school's behalf;
- using school logos or trademarks.

Misuse of social media should be reported to the Principal and will result in disciplinary sanctions.

In line with government guidance relating to the Prevent Duty, children must be kept safe from terrorist and extremist material and suitable filtering within school will be put in place.

## **Drugs**

The Trust operates a robust approach on drugs for the health and safety of all staff, pupils and visitors. The policy on drugs applies to all academies and academy related activities whether on or off site. This includes the journey to and from school. The word 'drugs' used in this policy does not just mean illegal drugs. It extends to alcohol, tobacco products, volatile substances and legal highs.

Academies will monitor and deal with any drugs issues promptly and be proactive in trying to prevent any future drugs incidents. Pupils will receive drugs education as part of the PSHE programme and academies will also involve outside agencies such as drugs education charities. Any incidents will be reported to the governors for their consideration.

Any pupil found to be involved in a drugs-related incident will be disciplined in accordance with this policy. The sanction is likely to include suspension or permanent exclusion from school. Dealing with illegal drugs will, except in exceptional circumstances, lead to permanent exclusion. Using illegal drugs will, except in exceptional circumstances, lead to exclusion, which may be permanent. Sometimes, it will also be necessary to involve the police, and/or social care/substance abuse support services.

Any drugs found will be confiscated by staff who will dispose of them in accordance with guidance issued by the DfE. Similarly, any drugs related paraphernalia such as needles will be disposed of in a prudent manner.

Usually the academy will inform parents/carers when their child has been found to be involved in drugs. However, where there are potential child protection issues the academy must act in the best interests of the child which may mean a decision not to inform parents. Such a decision will be taken very seriously and usually with the benefit of legal advice.

## Search and Confiscation

All Trust academies follow the DfE guidance: *Searching, screening and confiscation – advice for headteachers, staff and governing bodies*. The Trust recognises that a teacher has the right to search without consent for 'prohibited items' (section 94 of the Education and Inspections act 2006). Prohibited items are:

- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that the member of staff reasonably suspects has been, or is likely to be, used: to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil).

Headteachers/principals and authorised staff can also search for any item banned by the school rules. These additional items are: weapons (including any bladed article), alcohol, tobacco or related products (including cigarettes or e-cigarettes), illegal products, explicit material, fireworks or any other items that may cause injury.

When a search is thought to be necessary there will be an assessment of how urgently it needs to be carried out considering any risk to pupils and staff. The pupil to be searched will be told why they are being searched and informed as to how and where the search will take place. The pupil will be given an opportunity to ask questions. Where a search takes place with consent, the member of staff conducting the search should ensure that the pupil understands the reason for the search and how it will be conducted so that their agreement is informed.

A pupil's possessions can only be searched in the presence of the pupil and another member of staff, except where there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable for another member of staff to be present and/or the member of staff is of the opposite sex. The academy will always endeavour to have a member of staff who is of the same sex as the pupil present and an additional member of staff present as a witness to the search for safeguarding purposes.

The headteacher/principal will ensure that there are sufficient staff who are trained in how to lawfully search a pupil. The DSL will be informed of any searching incidents where a member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item and all searches will be recorded. If a search revealed a safeguarding risk, the DSL will be involved without delay.

Only staff members authorised by the headteacher/principal may carry out searches without consent.

The person conducting the search may not require the pupil to remove any clothing other than outer clothing. 'Outer clothing' means clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear but 'outer clothing' includes hats; shoes; boots; gloves and scarves.

Where an item prohibited by this policy is seized as the result of a search and it is an electronic device such as a mobile telephone, the member of staff who seized the item may inspect the data on it, if they think that there is a good reason to do so. For this purpose, the member of staff has a good reason if they reasonably suspect that the data or file on the device in question has been or could be used to cause harm, to disrupt teaching or break the school rules. In cases where staff are advised, or suspect, that the mobile device contains youth-produced sexual imagery, they must follow the advice in this regard issued by CET's Director of Safeguarding/the Designated Safeguarding Lead.

School staff can seize any prohibited item found as a result of a search. They can also seize any item, which they consider harmful or detrimental to school discipline, even if it is not found as a result of a search.

Members of staff can use such force as is reasonable given the circumstances when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm. Such force cannot be used to search for items banned under the school rules. Weapons, knives and extreme or child pornography must always be handed over to the police. Otherwise, it is for the academy to decide if and when to return a confiscated item. Please note that staff have an obligation to inform the police of any illegal item brought into school.

### **Police searches/questioning and the requirement for an appropriate adult to be present**

The Designated Safeguarding Lead (and deputy) are aware of the requirement for children to have an appropriate adult when in contact with police officers who suspect them of an offence.

PACE states that anyone who appears to be under 18, shall, in the absence of clear evidence that they are older, be treated as a child.

PACE also states that If at any time an officer has any reason to suspect that a person of any age may be vulnerable, then that person is entitled to be accompanied by an appropriate adult at any point.

The Designated Safeguarding Lead (or deputy) will communicate any vulnerabilities known by the school to any police officer who wishes to speak to a pupil about an offence they may suspect. This communication will be recorded on CPOMS.

If having been informed of the vulnerabilities, the Designated Safeguarding Lead (or deputy) does not feel that the officer is acting in accordance with PACE, they should ask to speak with a supervisor or contact 101 to escalate their concerns.

A person whom there are grounds to suspect of an offence must be cautioned<sup>1</sup> before being questioned about an offence<sup>2</sup>, or asked further questions if the answers they give provide the grounds for suspicion, or when put to them the suspect's answers or silence, (i.e. failure or refusal to answer or answer satisfactorily) may be given in evidence to a court in a prosecution.

A police officer must not caution a juvenile or a vulnerable person unless the appropriate adult is present. If a child or a vulnerable person is cautioned in the absence of the appropriate adult, the caution must be repeated in the appropriate adult's presence.

#### **The appropriate adult' means, in the case of a child:**

1. the parent, guardian or, if the juvenile is in the care of a local authority or voluntary organisation, a person representing that authority or organisation.
2. a social worker of a local authority
3. failing these, some other responsible adult aged 18 or over who is not:
  - a) a police officer;
  - b) employed by the police;
  - c) under the direction or control of the chief officer of a police force; or
  - d) a person who provides services under contractual arrangements (but without being employed by the chief officer of a police force), to assist that force in relation to the discharge of its chief officer's functions,

Further information can be found in the statutory guidance - [PACE Code C 2019](#).

---

<sup>1</sup> The police caution is: *"You do not have to say anything. But it may harm your defence if you do not mention when questioned something which you later rely on in Court. Anything you do say may be given in evidence."*

<sup>2</sup> A person need not be cautioned if questions are for other necessary purposes, e.g.: (a) solely to establish their identity or ownership of any vehicle; to obtain information in accordance with any relevant statutory requirement; in furtherance of the proper and effective conduct of a search, e.g. to determine the need to search in the exercise of powers of stop and search or to seek co-operation while carrying out a search; or to seek verification of a written record.

## **Use of reasonable force**

Detailed guidance about the use of reasonable force is included within CET's Physical Restraint Policy. Members of staff have the power to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. Whenever a member of staff uses force, this must be recorded in the academy's behaviour record and the parent must be informed.

## **Malicious allegations against staff**

The Trust takes every allegation against staff members seriously. In the event that a pupil makes a malicious accusation against any member of staff, teaching or non-teaching, and which following investigation is proven to be unfounded, the headteacher/principal will apply relevant sanctions and/or support in line with the policy and the Trust's Exclusion Policy. As a minimum, the parents will be invited into the academy to discuss the matter. The pupil will be referred to the SENCO who will assess if he/she may need support in terms of safeguarding and mental health.

## **Roles and Responsibilities**

### **Parents/Carers**

The Trust values the support of parents to maintain good behaviour and excellent attitudes to learning. Academy staff will be proactive in communicating with parents about pupils' behaviour. The role of parents is crucial in helping schools develop and maintain good behaviour. They will be encouraged to work in partnership with the academies to assist in maintaining high standards of behaviour and in supporting this policy.

### **Pupils**

Pupils are taught that they have a duty to follow the school behaviour policy and uphold the school rules and should contribute to the school culture. Pupils will be expected to take responsibility for their own behaviour and will be made fully aware of the school policy, procedures and expectations. Pupils also have a responsibility to ensure that incidents of disruption, violence, bullying and any form of harassment are reported.

The Trust recognises that some children will need additional support. Children with special educational needs will be identified through the academy's SEND screening system. The academy follows the SEND Code of Practice and has a staged intervention process.

The designated safeguarding lead will maintain a list of pupils whom the academy has identified to be at potential risk and ensure that relevant staff are made aware of these pupils and that they are monitored closely. Many of these children will be looked after children (LAC) or have special educational needs or disabilities (SEND).

### **Staff**

All staff are responsible for developing a calm and safe environment for pupils, establishing clear boundaries of acceptable pupil behaviour and ensuring that the policy and procedures are followed consistently. All staff have responsibility for creating a high-quality learning environment, teaching good behaviour and implementing the agreed policy and procedures consistently.

The majority of unacceptable behaviour will be dealt with quickly by teachers or support staff in the classroom or around the academy. There will be occasions when staff will need a greater level of support. When this is the case, staff will enlist the support of pastoral and senior staff as appropriate.

All staff will be introduced to the academy's behaviour management processes as part of their induction and provided with on-going training and support as part of the academy's professional development programme.

## **Governors/Trustees**

Governors/Trustees establish this policy for the promotion of good behaviour, and it will remain under review. Governors/Trustees will ensure that it is communicated to pupils and parents, is non-discriminatory and the expectations are clear.

## **Headteachers/Principals**

Headteachers/principals will be responsible for the implementation and day-to-day management of the policy and procedures. This will include ensuring arrangements are made for the induction of pupils into the behaviour system, and the making known of rules, routines, sanctions and rewards. The headteacher/principal will also ensure that appropriate arrangements are made for the re-integration of pupils further to periods of suspension.

Headteachers/principals will take appropriate measures to prevent child-on-child abuse and to respond to it when it does occur, having regard to the CET anti-bullying policy. The headteacher/principal will make all staff aware of the statutory guidance contained or alluded to within, Part 5 of *Keeping Children Safe in Education*, so that they can adequately safeguard pupils when responding to allegations of child-on-child abuse involving sexual harassment or sexual violence, or when pupils report bullying via the non-consensual sharing of youth-produced sexual imagery.

Support for staff faced with challenging behaviour is also an important responsibility of the headteacher/principal and staff will be provided with regular training.

## **Monitoring and evaluation**

Every Trust academy keeps written records of all significant behaviour incidents and these are reported at each Academy Council or Academy Improvement Board meeting as part of the academy report. Academy Council/Academy Improvement Board members evaluate behaviour at every meeting, providing challenge and support to the academy's senior leaders to help them achieve consistent good behaviour and excellent attitudes to learning.



## ELLIS GUILFORD SCHOOL

# Behaviour Framework

|              |                                                                       |
|--------------|-----------------------------------------------------------------------|
| POLICY DATE: | SEPTEMBER 2024                                                        |
| DRAFTED BY:  | MR D FARNIE – VICE PRINCIPAL<br>MR A RICHARDSON – ASSISTANT PRINCIPAL |
| RATIFIED BY: | MS G JOHNSON - PRINCIPAL                                              |
| REVIEW DATE: | SEPTEMBER 2025                                                        |

### SUPPORTING POLICIES AND GUIDANCE:

Mobile Phones in Schools (DfE, Feb 2024):

[assets.publishing.service.gov.uk/media/65cf5f2a4239310011b7b916/Mobile\\_phones\\_in\\_schools\\_guidance.pdf](https://assets.publishing.service.gov.uk/media/65cf5f2a4239310011b7b916/Mobile_phones_in_schools_guidance.pdf)

Behaviour in Schools (DfE, Feb 2024):

[assets.publishing.service.gov.uk/media/65ce3721e1bdec001a3221fe/Behaviour\\_in\\_schools\\_-\\_advice\\_for\\_headteachers\\_and\\_school\\_staff\\_Feb\\_2024.pdf](https://assets.publishing.service.gov.uk/media/65ce3721e1bdec001a3221fe/Behaviour_in_schools_-_advice_for_headteachers_and_school_staff_Feb_2024.pdf)

Suspension and Permanent Exclusion... (DfE, Sept 2023):

[assets.publishing.service.gov.uk/media/64ef773513ae1500116e30db/Suspension\\_and\\_permanent\\_exclusion\\_guidance\\_september\\_23.pdf](https://assets.publishing.service.gov.uk/media/64ef773513ae1500116e30db/Suspension_and_permanent_exclusion_guidance_september_23.pdf)

# Contents

|                                             |    |
|---------------------------------------------|----|
| <u>The Ellis Guilford Way</u>               | 16 |
| <u>Ambition</u>                             | 16 |
| <u>Equality</u>                             | 16 |
| <u>Integrity</u>                            | 16 |
| <u>Home School Agreement</u>                | 17 |
| <u>Uniform</u>                              | 19 |
| <u>Year 7</u>                               | 19 |
| <u>Years 8-11</u>                           | 19 |
| <u>All Year Groups</u>                      | 20 |
| <u>Jewellery and Make-Up</u>                | 21 |
| <u>Equipment</u>                            | 21 |
| <u>Rewards</u>                              | 22 |
| <u>Guilford Gold</u>                        | 22 |
| .....                                       | 23 |
| <u>Swap Shop</u>                            | 23 |
| <u>EGSelligence Cards</u>                   | 24 |
| <u>Unhelpful Behaviours</u>                 | 24 |
| <u>In Class Behaviours</u>                  | 25 |
| <u>Classroom Behaviour Ladder</u>           | 26 |
| <u>Reasonable Adjustments</u>               | 26 |
| <u>Internal Truancy</u>                     | 28 |
| <u>Sanctions</u>                            | 28 |
| <u>Detentions</u>                           | 29 |
| <u>Community Service</u>                    | 30 |
| <u>Reflection</u>                           | 30 |
| <u>Triage</u>                               | 31 |
| <u>Internal Suspension (INTEX)</u>          | 31 |
| <u>Off-Site Redirection</u>                 | 33 |
| <u>Suspension</u>                           | 33 |
| <u>Managed Move or Supported Transfer</u>   | 34 |
| <u>Prohibited Items</u>                     | 34 |
| <u>Mobile phones and electronic devices</u> | 34 |
| <u>Reporting Incidents</u>                  | 35 |
| <u>Toilet During Lesson</u>                 | 35 |

## The Ellis Guilford Way

At Ellis Guilford School, we aim to prepare children for life by equipping them with positive characteristics centred around our core values: Ambition, Equality and Integrity. We expect our children to become part of our wider school community and contribute to it positively, by buying into the Ellis Guilford Way: giving 100% effort, 100% of the time.

Crucially, this does not happen without staff and pupils demonstrating positive behaviour and respect for one another and the community we share. At Ellis Guilford we always expect excellent behaviour and attitudes from all members of our community. Staff will model positive behaviour and will challenge behaviour that does not meet our clear and high expectations. We appreciate and understand that sometimes children make mistakes and therefore will make clear our expectations through our behaviour curriculum.

Our robust Pastoral Support Network (see below) offers our children the support they need to thrive and strive for excellence. Where a child needs support in meeting our expectations, the Pastoral Support Network will consider the needs of the individual child and provide bespoke support where appropriate.

We ask that parents and carers work closely with us to form a partnership of support around the child to provide them with a fulfilling education both academically and personally, building their character and equipping them to be a functioning British citizen that contributes positively to society. By sending your child to EGS, you accept the school's policies and the need to support those, so that together we support all of our pupils to receive the education they deserve.

### Ambition

Without the will or desire to succeed or without a clear goal or target in sight, children will lack the motivation to be a thriving Ellis Guilford child that wants to achieve. It is the responsibility of all staff, as well as the children themselves, to instil these aspirations to become the best versions of themselves. We know, too, that every parent is ambitious for their child. We are an outcomes-focused school and everything we do, through The Ellis Way, is to promote positive outcomes for all.

### Equality

For all of our children to have an equal chance to achieve their best, it's important that our classrooms are calm, orderly and purposeful. Integral to this is the desire to want to achieve and to have a sense of belonging within the school community as well as children being fair to themselves and their peers. Children must be prepared for the school day and to represent the school in a positive way by modelling appropriate uniform and equipment – this is everybody's responsibility.

### Integrity

Children are expected to act with the best moral intentions by respecting their peers, staff and their studies by behaving positively at all times. School staff will do their best to continuously support children who are honest and forthright with their mistakes. It is pivotal that all school staff model these values in each interaction, and we foster an environment that children can follow a character curriculum.

# Home School Agreement

## The school will:

- Carry out our legal duties to safeguard children.
- Support your child's wellbeing and safety by providing a safe, supportive, caring environment which promotes positive physical and mental health.
- Promote high standards of behaviour and outline clear expectations in our behaviour policy, so we can maintain a safe environment for all children.
- Help and encourage your child to reach their full potential, instilling an ambitious attitude.
- Monitor and update on your child's progress at parent meetings and in annual written reports.
- Communicate any concerns about your child's attendance/behaviour/wellbeing.
- Provide a broad and balanced curriculum that caters for all children and supports those with Special Educational Needs and disabilities.
- Offer a pastoral curriculum that prepares your child for life after school, centered around the school's values of Ambition, Integrity, and Equality.
- Set homework that supports the delivery of the curriculum.
- Promote equality and celebrate diversity.
- Communicate effectively to parents through notices, newsletters, text, email, and the school website.
- Respond to communications from parents and carers in a timely manner, within core school hours in line with school policies.
- Provide support for every child to help them meet expectations.

## Parents/carers will:

- Support our school ethos and values of Ambition, Equality and Integrity.
- Treat all members of the school community with care and respect, both on and offline.
- Make sure your child attends school regularly and on time reporting any reasons for absence each morning.
- Make sure your child is dressed in the full school uniform and brings the necessary equipment to school.
- Encourage your child to do their best so they can reach their full potential, aligning with the school's value of Ambition.
- Communicate to the school any concerns about your child that may affect their behaviour or ability to learn.
- Encourage your child to read frequently, complete homework by the deadline set and to an excellent standard.
- Engage in parent meetings and work together with the school to achieve the best outcomes for your child.
- Provide up to date contact details, permissions and read communications from school.
- Ensure that an emergency contact is available during the school day to respond to any urgent communications.
- Read, follow, and support all school policies, including the school's behaviour policy.

## Children will:

- Support the school ethos and values of Ambition, Equality and Integrity.
- Act with integrity by treating all members of the school community with care and respect both on and offline.
- Arrive to school and to lessons on time and ready to learn, every day.
- Always wear the correct full school uniform.
- Bring to school all essential equipment.
- Complete homework on time, to the best of their ability and raise any issues with their teachers in advance of the deadline.
- Utilise the Pastoral Support Network by:
  - Speaking to an adult about any issues they are experiencing that may affect their work or behaviour.

Speak to an adult about any concerns they have about theirs or other children's safety.

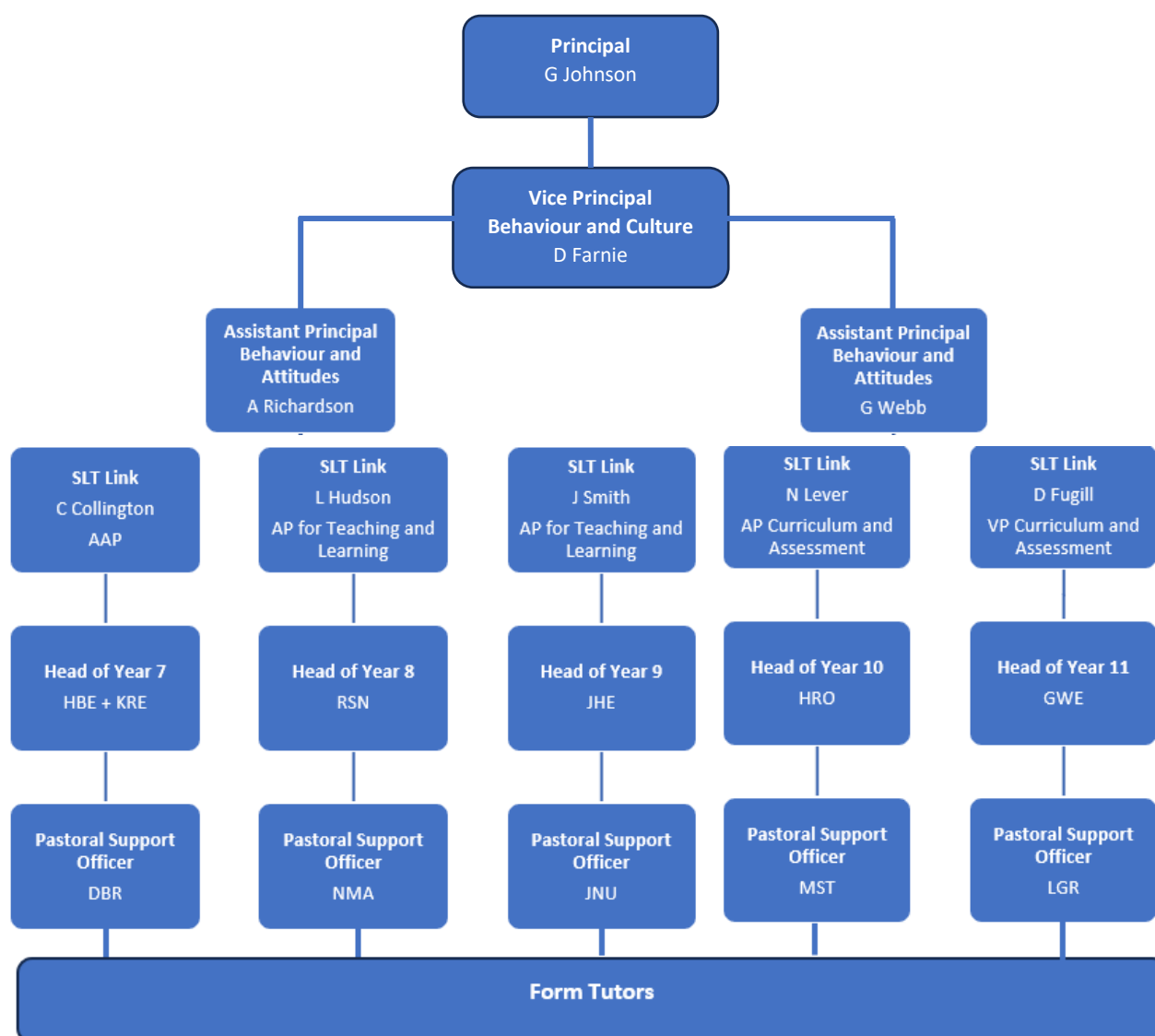
- Understand and follow the school rules, first time, every time.
- Look after school equipment and show respect for the school environment.
- Behave appropriately on the way to and from school as a representative of Ellis Guilford.
- Take responsibility for their own behaviour, be honest and will be ready to say sorry if necessary.
- Always do their best.

## Pastoral Support Network

At Ellis Guilford the pastoral support network is in place to provide children with the quality pastoral care and support outside of the classroom that they require to succeed. The Pastoral Support Network provides emotional, physical and social care to ensure children strive academically and personally.

The Assistant Principals oversee the Heads of Year to ensure that each child is valued and has the capability and capacity to achieve.

The Pastoral Support Network is an essential part of the school operation, providing a number of key adults to each child in order for them to feel supported in school and act as the first line of contact in school. Alongside the pastoral structure sits the safeguarding team and school counsellor who are available for 'drop-in' sessions.



The form tutor should be the first point of contact for parents regarding queries relating to their child in school. The form tutor will then support with any issues by either taking action themselves or referring to an appropriate colleague.

Each year group has a Head of Year (HoY). The HoY is responsible for supporting the pastoral and academic success of all students within a specific year group. They will consider the support that each child in the year group needs and ensure that appropriate interventions are in place.

The Pastoral Support Officer is attached to a specific year group and will work closely with the Head of Year. They will provide daily pastoral support for students who need it and will liaise with parents on issues that may arise during the school day.

All children can access the school counsellor and a referral will be made via the HoY where necessary.

Children can access the Safeguarding team throughout the school day and are given training on how they can do this.

## Uniform

We expect children to wear their full school uniform every day. Children who wear their uniform well are demonstrating that they are ready to learn, have a positive attitude to learning and that they are proud to be a part of the Ellis Guilford 'team'.

The items listed below must be worn every day:

### **For 2024/2025 (note the differences between Year 7 and other Year Groups):**

#### Year 7

- Navy Ellis Guilford Blazer with logo and teal trim (to include House badge as addition)
- Navy Striped EGS Tie
- Plain grey trousers
- or
- Plain grey pleated or A-Line Skirt (Skirts should sit no higher than 1 inch above the knee)
- Or
- Plain grey tailored shorts
- (No cords, jeans, joggers, canvas, or leggings). Skin-tight or cropped trousers are not permitted.

#### Years 8-11

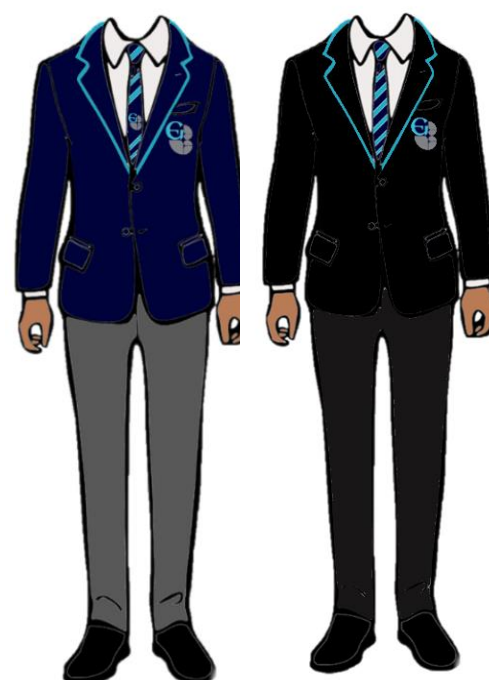
- Black Ellis Guilford Blazer with logo and teal trim.
- Black or Navy EGS Striped Tie
- Plain black or grey trousers
- or
- Plain black or grey pleated or A-Line Skirt (Skirts should sit no higher than 1 inch above the knee)
- Or
- Plain black or grey tailored shorts
- (No cords, jeans, joggers, canvas, or leggings). Skin-tight or cropped trousers are not permitted.

## All Year Groups

- White shirt (either long- or short-sleeved) with a functioning top button. Shirts must be tucked in and buttoned to the top. If a belt is worn, it must be plain black.
- Flat, entirely black leather or leather-type shoes that can be polished (no trainers, canvas, plimsolls). Shoes should be black-soled, not open-toed, or backless, and have no flashy ankle straps and no coloured laces. Mules/crocs/sliders are not acceptable.
- Coats need to fit over blazers and are not to be worn as alternatives to blazers.
- Hoodies are not permitted, including those with a zip. If a child is seen in possession of a hoodie, it will be confiscated.
- Children must not wear hoods from coats whilst on the school site unless it is raining. Hoods will not be worn indoors under any circumstance.

Our uniform plays an important role in fostering a positive and inclusive school environment. The uniform helps create a sense of equity amongst all of our children and reduces the pressure to wear the latest fashion trends, which can also be beneficial to parents. We expect all children to wear our full school uniform to demonstrate they are 'ready to learn' and are committed to our school values.

Children who do not wear the correct uniform will be expected to resolve the issue immediately where possible. If this is not possible, children will be sent to Triage where they will be supported in meeting uniform requirements. This may mean that they borrow uniform from school if possible, or parents are contacted to support a resolution. Children will not be permitted to attend lessons wearing incorrect uniform unless this has been agreed in advance by the Principal under exceptional circumstances.



We will seek to understand reasons for repeated failure to wear the correct uniform and support children and their parents in meeting our uniform expectations. However, further consequences will be used as appropriate to make sure all children wear their correct uniform at all times.

Where a child does not meet uniform expectations, they will be issued with a 10-minute detention at the end of the school day. The purpose of the detention will be to ensure any borrowed items are returned to the school and to give opportunity for the child to speak to an adult to raise any issues with regards to meeting uniform expectations the following school day.

All children are given the opportunity to go to the Helpdesk before school to resolve any uniform issues. If they do this before 8:35am, they will be supported to resolve the issue and will not receive a detention.

Please see the Ellis Guilford School Uniform Policy for further information:

[ellisguilfordschool.org.uk/parents/uniform](http://ellisguilfordschool.org.uk/parents/uniform)

## Jewellery and Make-Up

Children must adhere to the following in relation to piercings, jewellery, and make-up:

- Stud earrings can be worn (no other types of earrings can be worn including hoops)
- One single nose stud may be worn, piercing the nostril. Nose rings are strictly prohibited.
- Piercings in any other part of the body, e.g., arm, face, tongue, lip, or eyebrow, are not permitted and must be removed before arriving at school.
- False nail coverings of any length (including acrylic and gel) will not be permitted. Single colour nail polish is permitted.
- Children may wear a simple wristwatch. Smart watches are not permitted and will be confiscated if seen or heard.
- Tattoos, including fake tattoos, are strictly prohibited.
- Only minimal, naturally coloured (skintone) make-up is allowed; lipstick is not permitted.
- Extreme, unnatural hairstyles are not allowed.

Failure to comply with the uniform policy will result in the child being sent to Triage where they will stay until the issue is resolved. Additional sanctions may apply if a child refuses to meet jewellery expectations.

Where a child does not meet jewellery expectations, they will be issued with a 10-minute detention at the end of the school day. The purpose of the detention will be to give the child an opportunity to speak to an adult to raise any issues with regards to meeting these expectations.

Please refer to the school's uniform policy for further details on the expectations of jewellery.

## Equipment

Children need to arrive at school equipped and ready to learn – without the necessary equipment, children will have barriers to learning that their peers do not and therefore are at risk of not reaching their potential.

Children must bring the following items:

- A rucksack large enough to carry books and equipment.
- A clear pencil case containing 2 pens (black or blue), a pencil, a highlighter and an eraser. A green pen is also required; this will be supplied by the school at the beginning of the academic year.
- A ruler.
- The EGS lanyard containing dinner card and EGSellence card (issued by the school).
- Timetable (issued by the school).
- Maths instruments when required.
- Knowledge Organiser and associated plastic wallet (issued by the school).
- EGS Planner (issued by the school).

Children are expected to take full responsibility for items issued by the school. If they lose these items, they will need to pay for a replacement. Items can be purchased on Arbor Pay or in the on-site Swap Shop using their Guilford Gold, if their in-school bank balance allows.

Before school, pastoral staff, including senior leaders, will be on hand to assist children with any uniform and equipment issues prior to the school bell, on the front gate, in their Year Zones and at the Help Desk. If a child resolves a uniform and equipment issue prior to the start of the school day (8:35am), they will not receive a sanction. However, if a child does not have the correct uniform or equipment after this point, they will be issued with a detention for 10-minutes at the end of the school day.

Every child is offered a fully stocked pencil case at the start of the school year which they are expected to look after and bring with them to school every day.

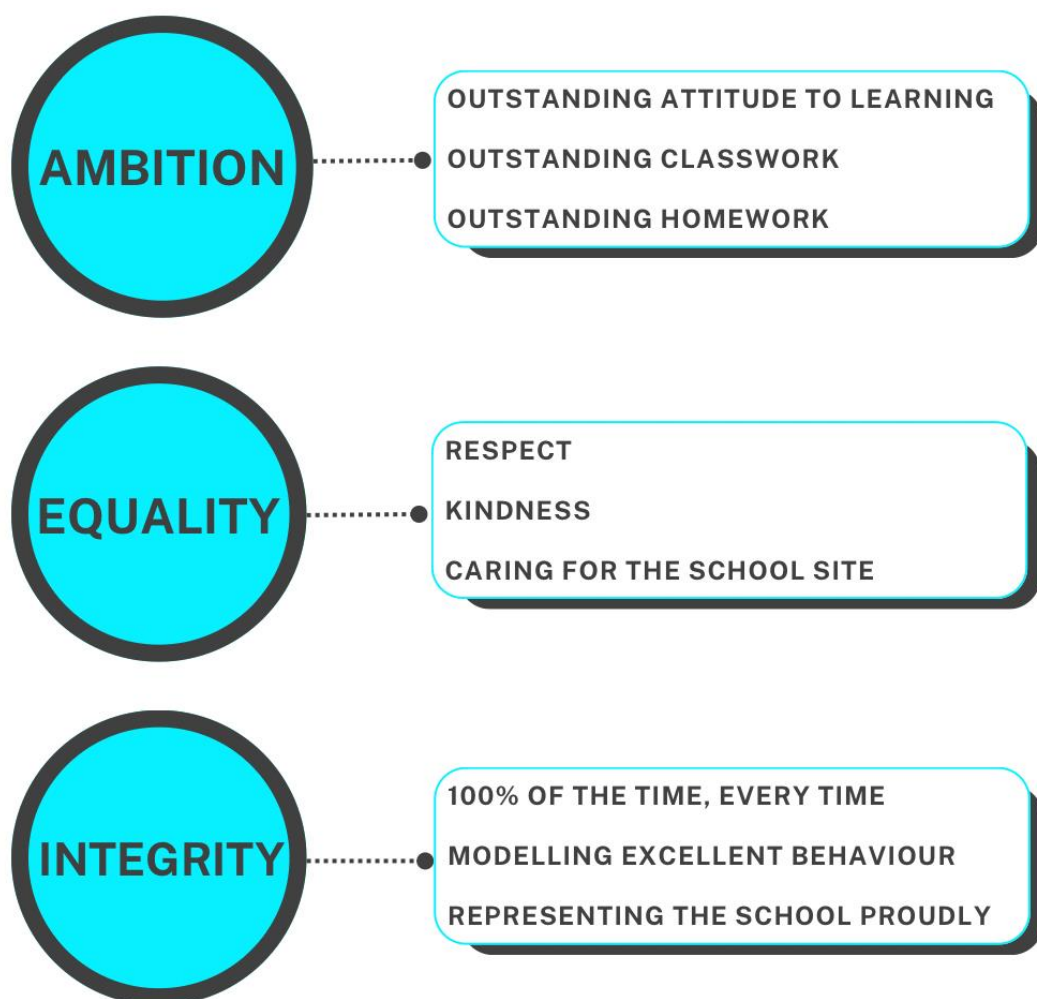
## Rewards

To promote a positive culture, children are recognised for their effort, engagement and success. Staff aim to reward children first and make positive corrections of behaviour, looking at a 5:1 ratio of Rewards: Corrections.

### Guilford Gold

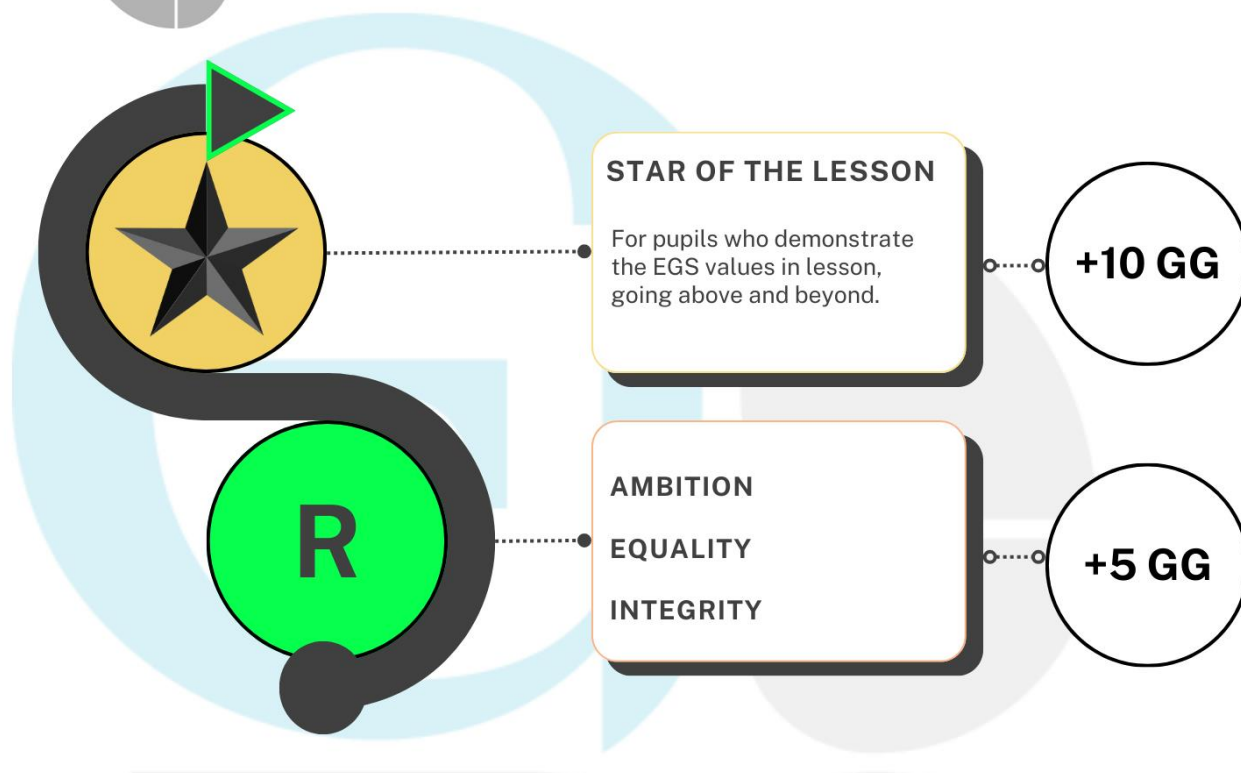
Children are recognised for demonstrating the school values of Ambition, Integrity and Equality by being awarded 'Guilford Gold'. Throughout the academic year, children earn Guilford Gold and can exchange their Guilford Gold for rewards weekly and termly.

During Celebration in Friday 'Community', the Head of Year will recognise children who have demonstrated the values of Ambition, Equality and Integrity.





# REWARDS



## Swap Shop

At the beginning of each week, children are provided with their Guilford Gold wage slip, indicating their Guilford Gold total and a breakdown of their behaviours for the week. Guilford Gold is our school reward point initiatives; the entire 'bank balance' of which, is not intended to be spent in its entirety.

Children can then redeem these for rewards at the Swap Shop at break time (children may redeem Guilford Gold for one item per week), exchanging Guilford Gold for rewards such as trips, confectionary, stationery, or games and this is deducted from their bank balance.

Items in the Swap Shop, including school trips, are available on a first-come first-serve basis and children cannot reserve or part-pay for these in order to be fair to all children.

| Guilford Gold Payslip -7th June 2024                                                                                                                                        |                                                                           |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------|
| <br> | <div>Student(s) Photo</div>                                               |
| Name                                                                                                                                                                        | Report Field: Name                                                        |
| Year Group                                                                                                                                                                  | Report Field: Year group(s) this week                                     |
| Tutor Group                                                                                                                                                                 | Report Field: Registration form(s) this week                              |
| Guilford Gold (Last Week)                                                                                                                                                   | Report Field: Point Awards (Guilford Gold) in this week                   |
| Guilford Gold (Total)                                                                                                                                                       | Report Field: Point Awards (Guilford Gold) in this academic year          |
| Attendance (Year to Date)                                                                                                                                                   | Report Field: Statutory/Roll Call Attendance (Present) this academic year |

## EGSellence Cards

Children are provided with an EGSellence Card and lanyard to wear which forms part of their daily uniform and equipment. Our children are encouraged to demonstrate the EGS values at all times in school. Staff will recognise these efforts/interactions and stamp the EGSellence card accordingly.

When children receive 16 stamps on their card, this is handed into their form tutor who then adds this to Arbor for 30 Guilford Gold.



## Unhelpful Behaviours

We are proud of the high standards of behaviour and commitment to our values that the vast majority of our children demonstrate each day. Everyone should be and feel safe at Ellis Guilford School. Children will work hard, engage in their learning and make continual progress to achieve their full potential.

The behaviour curriculum teaches children the expected behaviour so that there is a clear understanding of expectations. Where children demonstrate unhelpful behaviour, the school will seek to understand any barriers that may exist and support children to improve their behaviour through a range of interventions and consequences.

At Ellis Guilford, unhelpful behaviours are defined in two categories:

- **In classroom behaviours or behaviours that impact the teaching and learning of others** – C1, C2, C3.
- **Out of classroom behaviours, or behaviours that directly impact the education and welfare of themselves or others** – B2, B3, B4, B5.

Unhelpful behaviour will result in consequences being applied as appropriate. What is an appropriate and reasonable response will depend on the circumstances specifically relating to the incident.

Ellis Guilford School will exercise discretion about any behaviour perceived as anti-social or in any way harmful to the health, safety and well-being of the wider community.

## In Class Behaviours

The behaviour for learning ladder should be used in tandem with behaviour strategies employed by staff and classroom teachers. To support children in making the right choices, it is an expectation that staff will not exhaust the behaviour ladder within the first few minutes of the lesson and ensure they are making reasonable adjustments for children by reminding them of the behaviour that is wanted and giving them a reasonable amount of time to change their behaviour before moving through the behaviour ladder.

The 'C system' is used to support children who are demonstrating unhelpful behaviour by giving their teacher an opportunity to explicitly explain how the behaviour is unhelpful and remind the child of expectations. This is to ensure the child has an opportunity to improve behaviour before receiving a consequence.

A summary of the 'C system' is as follows:

- When a reminder is needed, a C1 will be issued (Reminder).
- If the unhelpful behaviour continues, despite a range of behaviour for learning strategies, a C2 will be issued (Warning).
- If the behaviour continues, a C3 will be issued (Consequence) and a member of the On Call Team will arrive.

Where behaviour is deemed serious, a teacher may issue a C3 (detention) without issuing a C1 or C2 first.

A C2 re-set may be used prior to the C3 if this is appropriate, particularly for SEND children. A re-set supports students who may be dysregulated or finding it difficult to meet expectations by allowing them an opportunity to regulate with the support of an adult before reaching a C3.

A C3 may be issued for:

- Disruption to teaching and learning.
  - Lack of effort or work.
  - Failure to follow instructions.
  - Lack of respect shown to peers or staff.
- Incomplete or inadequate homework.
- No PE Kit and Refusal to borrow PE Kit.
- Repeated failure to follow instructions during line-up.

There are some circumstances where staff may escalate the behaviour ladder in order for the child to be removed, for the wellbeing and education of others:

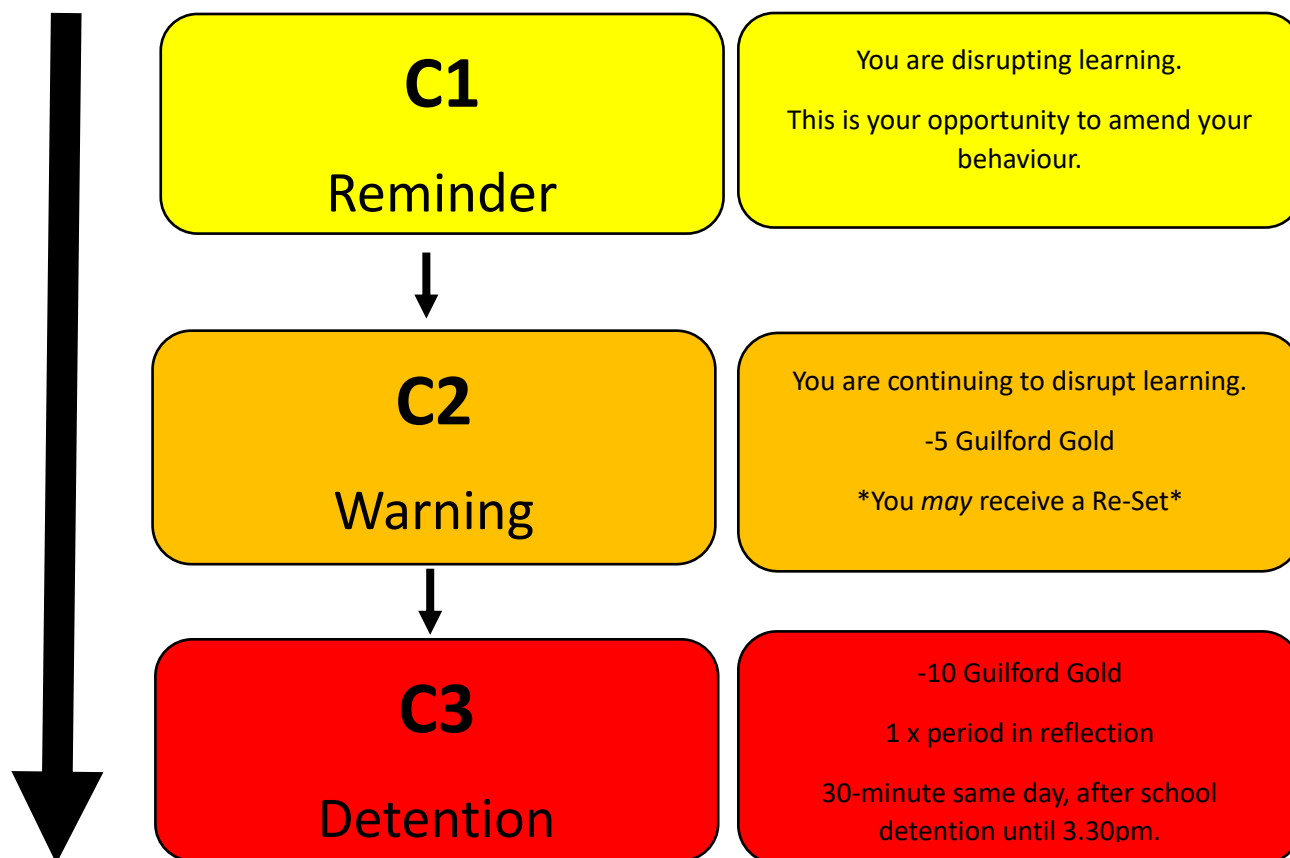
- Swearing or inappropriate use of language.
- Unsafe behaviour unsuitable for the classroom.

## Classroom Behaviour Ladder

At EGS, we follow instructions the first time they are given.

Learning is everyone's right. No-one has the right to disrupt it.

Your teacher will use the following C system to remind you of our expectations



***Some behaviours may exceed the steps of the behaviour ladder and immediately result in a C3.***

## Reasonable Adjustments

In line with the *SEND Code of Practice*, any child with a SEND diagnosis or EHCP will have reasonable adjustments in the classroom to help provide them with the opportunity to regulate their behaviour. These include specific SEND strategies which are highlighted on seating plans, formulated from Individual Learning Plans and taking pupil and parent voice into consideration.

Annotated seating plan  
Be Seen Looking – Position in the classroom  
Circulate! Keep moving.  
Threshold – build positive relationships  
Positive language  
Precise Praise  
Learning routine (Recall, Instruction, Modelling, Application, Feedback, Reflect)  
Use of a timer – visual cues  
Non-verbal cues  
Frame the Learning – recap prior knowledge  
Clear instructions – e.g. STAR  
Positive Correction

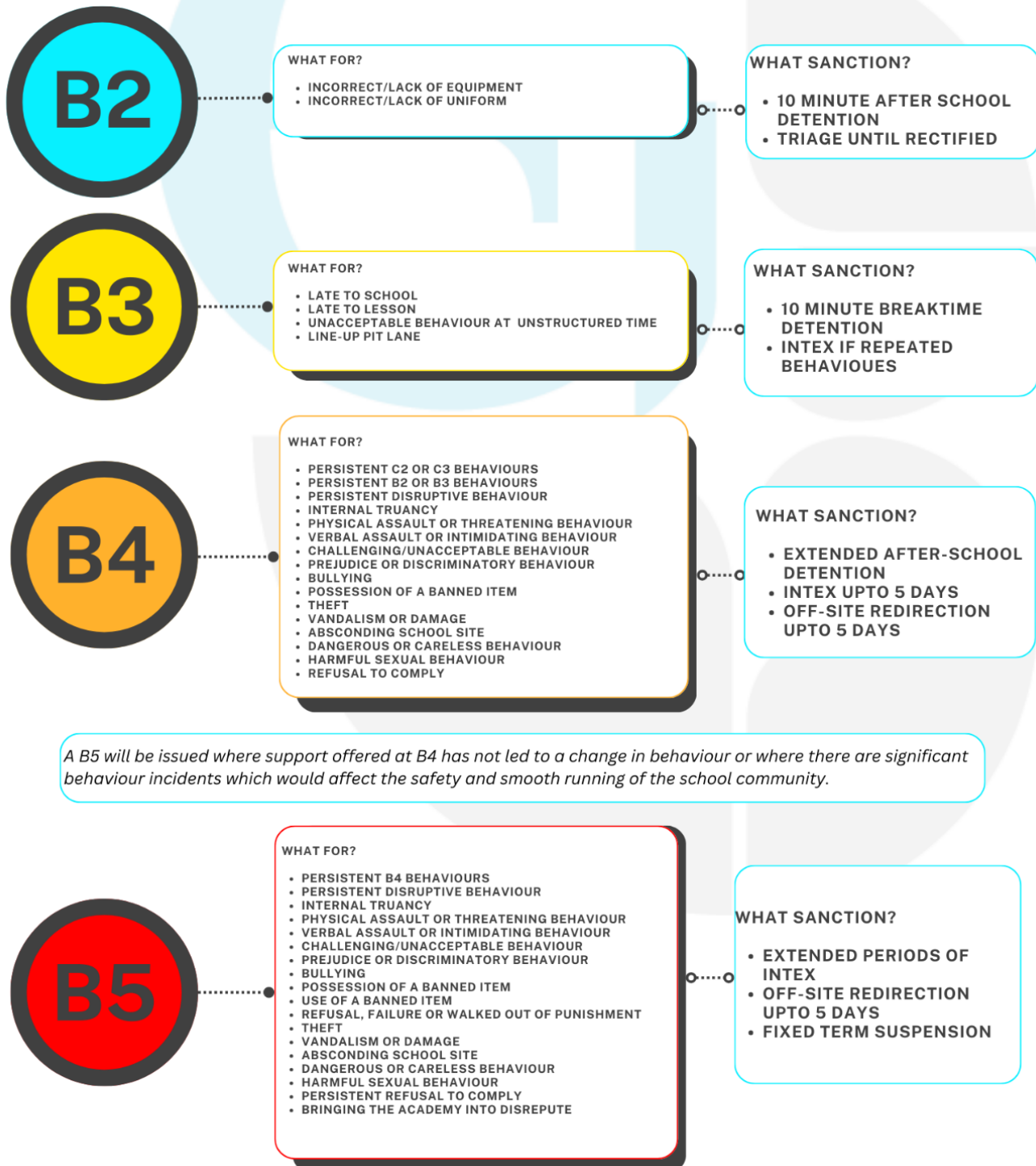
Staff will use a range of quality first teaching strategies including, when appropriate, a C2 re-set – where a member of staff will arrive to help a child regulate their behaviour. All teachers will use behaviour for learning strategies within the classroom to support positive behaviour of all children.

## Outside of the Classroom or Undesirable Behaviours



# UNACCEPTABLE BEHAVIOURS

At Ellis Guilford School, we clearly outline unacceptable behaviours that can harm others that don't uphold the school's values of Ambition, Equality and Integrity. The below list is an overview of these behaviours, which is not exhaustive and leaders in school reserve the right to use their professional judgment when applying sanctions dependent on circumstances.



## Internal Truancy

Children should be in lessons, on time, every time. Children must be in lessons learning for them to reach their potential and therefore, internal truancy is considered an extremely serious breach of the behaviour policy.

Whilst children are in our care, it is paramount that we are aware of where they are at all times. Internal truancy raises a significant safeguarding risk where children put themselves and others at risk whilst disrupting the safe and orderly running of the school site.

Internal truancy will lead to direction to Triage and a detention after school.

Where a child internally truants, steps will be taken to understand the reasons for truancy. Whilst a consequence may be appropriate, bespoke intervention and support will be considered to reduce the chances of repeated behaviour.

Repeated truancy may lead to:

- Further time in Triage
- Detention
- Internal Exclusion
- Redirection to another local school
- External Suspension

Parents will be informed if their child has truanted in school and, where repeated truancy occurs, will be invited into school to discuss steps that can be taken to prevent it from happening again.

## Sanctions

Where a child displays unhelpful behaviour, there are a range of sanctions that the school will use in order to promote a positive culture where children demonstrate excellent behaviour.

We place emphasis on creating positive relationships with parents and understand the role they play in supporting excellent behaviour. By enrolling at Ellis Guilford School, parents agree to the sanctions and information outlined in this behaviour policy.

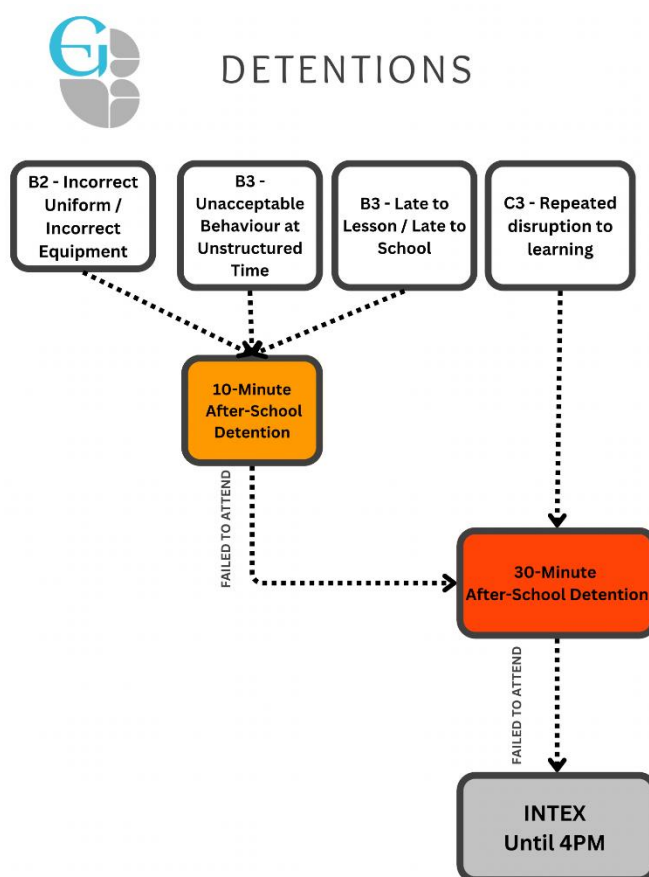
The following sanctions may be used to support excellent behaviour:

- Detentions
- Community Service
- Reflection
- Triage
- Internal Suspension in INTEX (Until 4PM)
- Off-Site Redirection to a Partnership City School (as per DfE Guidance on Suspension and Permanent Exclusion Guidance 2022).
- Suspension
- Managed Move or Supported Transfer through the local authority Fair Access Process
- Permanent Exclusion

## Detentions

Detentions are used as a sanction when children demonstrate unhelpful behaviour with the intention of supporting an improvement in behaviour. Although a detention is a sanction, it is also used to help children learn about improving their behaviour. When a child is in detention, the member of staff who issued the detention will hold a 'Re-connect' restorative conversation with the aim of ensuring:

- The child understands how their behaviour was unhelpful and did not meet expectations
- The child knows how their behaviour impacted on themselves/others
- The child has an opportunity to be listened to
- An agreement about moving on from the situation is reached
- The child is aware that they will have a 'fresh start' the next day.



In accordance with the relevant legislation, the school operates a same day detention policy to allow behaviour to be dealt with as quickly as possible and for a 'fresh-start' the following day.

If a child fails to attend a detention, this will lead to further consequences and will mean that they will spend the following day in INTEX.

There are three different types of detention at Ellis Guilford:

- **After-School Detentions**
  - 10-Minute Detention
  - 30-Minute Detention
  - 1-Hour HOY Detention\* (*used at the discretion of the HOY*).

*Detentions can stack within a school day, therefore children may receive 3 10-minute detentions and 1 30-minute detention until 4PM.*

Any member of staff in school can issue a detention if they witness or are alerted to an incident where behaviour does not meet expectation. A detention will be held in a central location supervised by SLT or a Middle Leader.

Detentions will be held in accordance with the DfE rules on detentions. Under the DfE guidance for detentions, we will only rearrange a detention where it could compromise the child's safety.

- If the Detention is likely to put the child at risk.
- If the child has known caring responsibilities which mean that the detention is unreasonable.
- If suitable travel arrangements cannot be made by the parent for the child.

*Detentions will not be rearranged to allow the child to attend an enrichment activity. The detention will take priority.*

The school does not need explicit consent from parents for a detention to be set and for the child to stay after school to complete a detention. Whilst there is no statutory requirement for parents and carers to be informed of a detention, the school will notify wherever possible, via text-message, by 2:30pm on the day the detention is set.

## Community Service

Children may be instructed to complete community service whilst completing their sanction at the direction of their Year Team or Senior Leaders in school.

This will always be under staff supervision and seen as part of contributing and belonging to the wider-school community that children form part of. This will not be used to humiliate a child but will serve as a way of ensuring they understand the possible affects unfavourable behaviour can have on others.

## Reflection

At Ellis Guilford School, the climate for learning and progress of all of our children matters. It is therefore necessary that when the lessons are repeatedly disrupted and staff have exhausted the behaviour management strategies expected that a minority of children may be removed from the lesson in order for the learning to continue.

Children receive at least two opportunities to rectify unhelpful behaviour, before a C3 and subsequent removal (unless behaviour is significant, severe and a risk to others).

When a C3 has been issued, On Call will be called, the pupil(s) disrupting the learning of others will be removed and taken to reflection.

Whilst in reflection, children will reflect on their behaviour using a Lesson Removal Reflection sheet and continue working using the work packs provided and their knowledge organiser. The work packs directly reflect the curriculum being delivered in the classroom. Children will be supported in Reflection by adults who will help them consider how they can improve their behaviour before they return to lessons. The school will aim for children to return to lessons as quickly as possible provided they are calm and ready to learn without disrupting others. A member of staff will make a decision on whether they can return to the lesson they have been removed from or the next lesson.

If a child continues to demonstrate unhelpful behaviour in reflection, further sanctions may apply, which in some cases may lead to:

- INTEX
- Extended period in Triage
- Detention
- Suspension

## Triage

Where there are incidents of unhelpful behaviour around the school site, children will be taken to 'Triage' where they will be supported in:

- Re-regulating where appropriate
- Writing statements about incidents
- Working in a calm and purposeful environment away from the rest of the school
- Discussing reasons for unhelpful behaviour with an adult
- Resolving issues with equipment/uniform
- Resolving issues with peers
- Discussing unhelpful behaviour with an adult to support a positive reintegration to school

There is not a set period of time for remaining in triage, but rather this will be assessed on a case-by-case basis to ensure that children are given the best opportunity to be successful when they return to lessons.

Children may remain in Triage until the end of the school day whilst leaders in school 'triage' incidents.

Triage is a supportive intervention rather than a sanction.

Examples of unhelpful behaviour that Triage may be used for:

- Internal Truancy (repeated internal truancy will lead to being suspended).
- Whilst an Investigation into an incident needs to occur.
- Breach of the uniform policy.
- Defiance
- Verbal abuse
- Physical altercation (or threat of)

This list is illustrative, not exhaustive, and leaders in school will use their professional judgement in these instances.

## Internal Suspension (INTEX)

Internal suspension is used where unhelpful behaviour warrants the child to be out of circulation from the rest of the school community for a full day. This is a serious sanction and is reserved for serious breaches of the behaviour policy or where repeated instances of unhelpful behaviour have been observed. INTEX will help the school maintain the safety of all pupils in school whilst supporting those who may have been significantly disruptive by providing individualised support that they may need.

INTEX will allow children an opportunity to work with adults in a quiet environment away from the main school site so they have an opportunity to learn strategies that may help them to manage their own behaviour. Activities that children may take part in whilst in INTEX range from completing work that follows the normal curriculum to one-to-one or group mentoring sessions and workshops.

Depending on the behaviour incident, children may spend a number of days in INTEX.

**INTEX** runs from 08:40AM – 16:00PM and children are expected to take themselves directly to INTEX upon arrival to school.

Upon arrival to INTEX, the child must hand over their mobile phone for it to be securely locked away in the lockers in INTEX.

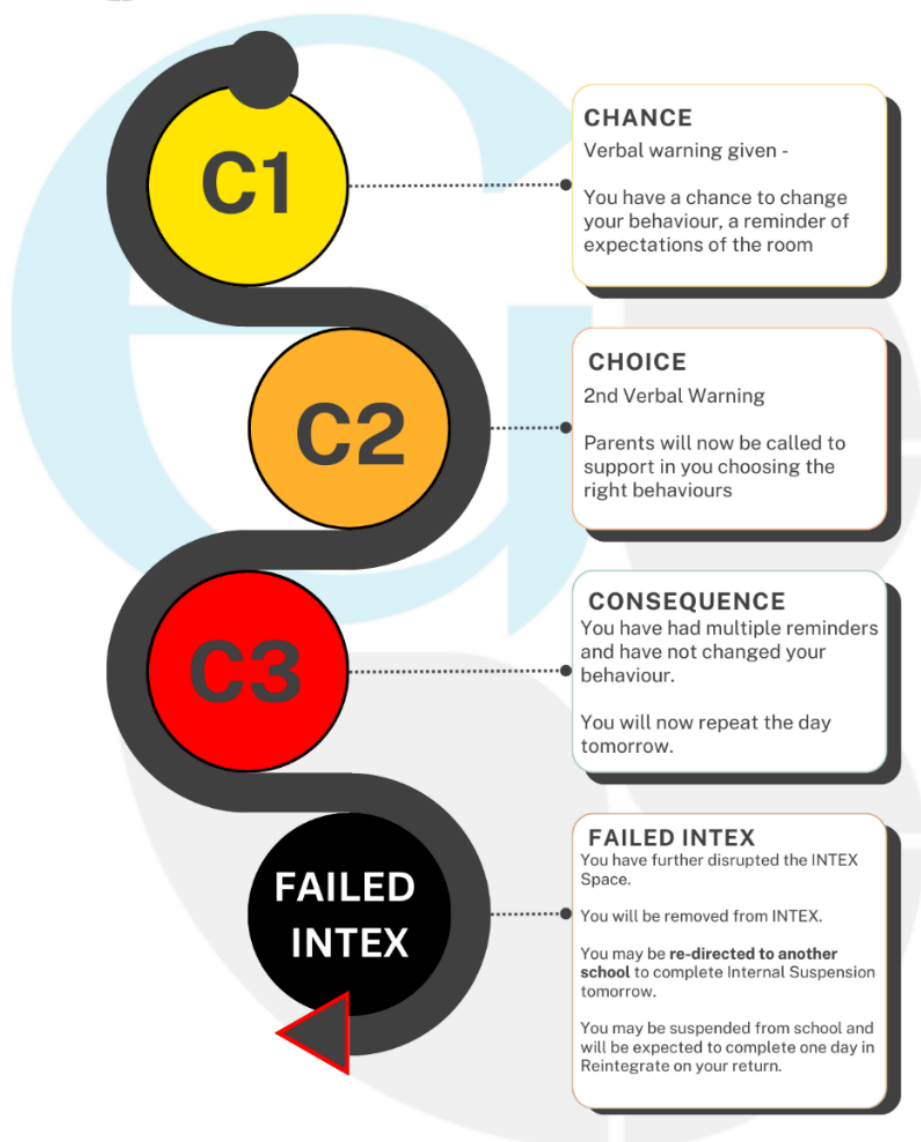
A child may be placed into INTEX for the following reasons:

- Serious breach of the behaviour for learning policy
- Repeated breaches of the behaviour for learning policy
- Non-attendance at after-school detention(s)

Should a child have a SEND need, reasonable adjustments will be made in line with the SEND Code of Practice to ensure their needs can be met and them be successful in completing their sanction and making any appropriate adjustment to sanction.



## INTEX BEHAVIOUR LADDER



## Off-Site Redirection

As per the DfE **Suspension and permanent exclusion guidance (Sept, 2023)**, off-site direction remains *an essential behaviour management tool to prevent exclusion*.

Therefore, in order to avoid suspension, the school may re-direct children to a local partnership School to complete a day in their Internal Suspension or Isolation room following breaches of the behaviour for learning policy.

It is the responsibility of the parent/carer of the child to ensure they arrive at the re-directed school that will be carefully communicated at least the day prior.

Every effort will be made by the school to support the child and home by providing work, lunch, and transport if the child is a recipient of Free School Meals.

If the child does not attend the re-directed provision, then this will be marked as an **unauthorised absence**.

## Suspension

Suspension is always used as a last resort. In line with the DfE Suspension and permanent exclusion guidance (Sept, 2023) the government support the Headteacher's decision in '*using suspension and permanent exclusion as a sanction when warranted as part of creating calm, safe, and supportive environments where both children and staff can work in safety and are respected.*'

Where the decision has been made that a child is suspended from school, it is the responsibility of the parent to ensure that the child is not in a public place at any time during school hours for the first 5 days of exclusion or may be issued with a fixed penalty notice as per page 27 of the DfE Suspension and Permanent Exclusion Guidance.

Upon return to the school, parents and child will be invited in for a reintegration meeting as part of the reintegration into school process. Children, parents and school will have the opportunity to review the behaviour that led to the suspension and create a pastoral support plan in order to identify areas of support to avoid further breaches of the behaviour policy which could lead to suspension.

Suspension is an extremely serious sanction. As a school, we avoid suspension wherever possible and use a range of strategies to support children prior to issuing a suspension, including INTEX.

The following list indicates potential behaviour which could lead to a suspension. This list is not exhaustive and the Principal will use their discretion where an incident occurs which is not outlined above.

- Physical assault against a student
- Physical assault against an adult
- Verbal abuse/threatening behaviour against a student
- Verbal abuse/threatening behaviour against an adult
- Bullying
- Incidents of abuse, harassment or assault related to characteristics protective under the Equality Act 2010 including racist or homophobic incidents
- Sexual harassment or abuse
- Suspected or proven drug and alcohol related incidents
- Damage
- Repeated truance
- Theft
- Smoking or bringing smoking material on to the school site
- Persistent Disruptive Behaviour
- Bringing an offensive weapon or an imitation weapon into school, or using or attempting to use such weapon in school, or on the way to and from school
- Bringing illegal or suspicious substances into school or supplying or selling, or attempting to supply or sell, such substances in school or on the way to and from school
- Spitting at another student or member of staff.

**Re-Integrate** is a provision that supports children returning from an external suspension and is key to reducing suspensions by supporting children to successfully re-integrate back into school.

External Suspension is an extremely serious sanction, and when children return to school, they will be supported in their reintegration.

All children who return from an external suspension, spend one day in Re-Integrate. This provision runs from 8.40am-16.00pm. Whilst in 'Re-Integrate', children will work with our behaviour and inclusion mentors who will deliver workshops to reduce the risk of future suspensions whilst also ensuring children are prepared academically for a return to their lessons.

## Managed Move or Supported Transfer

As per the DfE Suspension and permanent exclusion guidance (Sept, 2023) the government identify a managed move or supported transfer to a school within the local authority through the Fair Access Protocol as an early intervention to avoid permanent exclusion.

Leaders will triage children's behaviour and assess whether or supported transfer would be appropriate and offer these to parents in such circumstances.

## Prohibited Items

All the items listed below are prohibited on the school's grounds. If a child is found in possession of any of these items, the item(s) will be confiscated. Furthermore, any confiscated items will not be returned; they will be disposed of safely. Children will be sanctioned appropriately if found with any prohibited item, are suspected to have used a prohibited item or are suspected to have had a prohibited item on the school site at any point.

Any child that is repeatedly found in possession of any prohibited item or items will face disciplinary action.

The prohibited items are detailed below:

- Chewing gum,
- High-energy and high-sugar-content carbonated drinks.
- Any aerosol (note: children must use non-aerosol deodorants only)
- Any form of liquid-based correction fluid.
- Laser pens and LED torches.
- Lighters of any kind.
- Matches
- Cigarettes
- Vapes and liquids.
- Tobacco.
- Cigarette papers.
- Cigarette filters.
- Electric Scooters and Electric Bikes
- Any dangerous, illegal, or offensive items.

In addition, fidget spinners or other comparable items other than those provided by Inclusion are not permitted and will be confiscated on sight.

The school reserves the right to search children for any prohibited item in line with DfE guidance.

Please note that this list is not exhaustive. Leaders reserve the right for staff to confiscate any items that are likely to cause disruption to learning, breach the behaviour for learning or uniform policy, or cause disruption to the orderly management of the school.

## Mobile phones and electronic devices

As per the DfE Guidance on *Mobile Phones in Schools (Feb 2024)* 'schools should develop a mobile phone policy that prohibits the use of mobile phones and other smart technology with similar functionality to mobile phones (for example the ability to send and/or receive notifications or messages via mobile phone networks or the ability to record audio and/or video) throughout the school day, including during lessons, the time between lessons, breaktimes and lunchtime.'

Ellis Guilford School appreciates that parents like their children to have mobile phones for travelling to and from school as a matter of safety. However, whilst on school premises and in line with the government guidance, our policy is that mobile phones and electronic devices should **never be used, seen or heard**.

If a pupil's device is seen or heard, it will be confiscated, a 'Mobile Phone/Electronic Confiscation' will be logged on Arbor, and the child will be given a thirty-minute after-school detention. The school will not be responsible for any mobile phones or electronic items that are brought onto school site.

The device will be handed into main reception for collection at the end of the day.

If a child refuses to have their device confiscated, they will be taken immediately to Triage and an additional sanction will apply.

Where a child repeatedly breaks this school rule, they will have to hand their phone in to school at the start of each day and collect at the end of the day. If the child informs the school that they do not have a phone/electronic device with them, the school may decide to conduct a bag and pocket search to confirm the item is not in school.

## Reporting Incidents

We encourage all children to report incidents to a trusted adult in school at the earliest opportunity. Early notification allows the pastoral support network (Form Tutor, Pastoral Support Officer or Head of Year) to consider appropriate action that needs to be taken to support the child.

Statements will be taken when investigating incidents. The statements must be completed on official statement sheets, witnessed and signed by a member of staff and the pupil.

There are prompts for each section which must be followed and completed so that staff can conduct a thorough investigation as soon as possible.

| Witness Statement                                                            |                   |
|------------------------------------------------------------------------------|-------------------|
| Witness Name                                                                 |                   |
| Date of Incident                                                             |                   |
| Time of Incident                                                             |                   |
| Area of Incident                                                             |                   |
| Staff Supervising Statement                                                  |                   |
| Who was involved in the incident?                                            |                   |
| Incident itself                                                              |                   |
| What happened?                                                               |                   |
| Did you witness anything by name?                                            |                   |
| Do other children agree or deny - what happened in the building or the yard? |                   |
| Who supervised what?                                                         |                   |
| Who did what first?                                                          |                   |
| What do you think may have caused the incident?                              |                   |
| Has there been a fall out because of this?                                   |                   |
| Was this because of someone being spread?                                    |                   |
| Is there any action you could have taken to prevent this incident?           |                   |
| Has your form tutor or Head of Year about this?                              |                   |
| Did you approach or speak to anyone?                                         |                   |
| Are there any other witnesses that can confirm your version of events?       |                   |
| Date and Time Statement Taken                                                | Signed by Student |
| Signed by Staff Supervising Statement                                        |                   |

## Toilet During Lesson

Children have access to the toilet facilities before school, during break and lunch, and after school. Children are expected, where able, to manage their toilet use during social time to avoid any lost learning time.

In **exceptional circumstances**, children may use the toilet during lesson time. To do so, they will be expected to have their planner signed by the member of staff, and an out of lesson lanyard. Children will be expected to catch up on lost learning time.