



*Creative  
Education  
Trust*

## **Behaviour for Learning Policy**

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

### **Principles and Purpose**

In order to achieve the aims of a Creative Education Trust Academy and to enable effective teaching and learning to take place so that pupils are able to 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 unacceptable 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 2022):  
[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 (May 2023):  
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1162401/Suspension\\_and\\_permanent\\_exclusion\\_guidance\\_May\\_2023.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1162401/Suspension_and_permanent_exclusion_guidance_May_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 2023:  
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1161273/Keeping\\_children\\_safe\\_in\\_education\\_2023\\_-](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1161273/Keeping_children_safe_in_education_2023_-)

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[\\_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
- A consistent and fair approach to both positive and negative behaviour
- Ensuring clear expectations of behaviour
- Ensuring that behaviour consequences are understood and by the teaching of good behaviour
- Promoting early intervention
- Staff development and support through CPD and INSET days (behaviour management is part of the new teacher induction programme)
- Offering pupil support (peer mentors, study buddies)
- Liaising with parents and other agencies

### **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.

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).

### **Behaviour Expectations**

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 is reasonable to avoid any substantial disadvantage to a disabled pupil caused by the school's policies or practices. Patterns of challenging behaviour will be flagged to the SENCO for investigation.

### **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. Positive recognition includes:

- 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. Examples of support are outlined below though this list is not exhaustive.

- 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
- Personalised Learning Gateway
- Encouraging volunteering within or outside of the community
- Personal support plan with bespoke targets
- Reconnect

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

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 misbehaviour 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 punishments must be consistent, reasonable, proportionate and in accordance with the academy's duties under the Equality Act 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 are able to 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 inappropriate 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 include:

- Warnings - oral and written
- Communication home
- Moved to another lesson
- After school detention
- Removal from classroom
- On report
- Community service
- 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 misbehaviour. The headteacher can decide which members of staff can issue detentions. Please see Appendix One for details of these arrangements at Ellis Guilford academy.

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 the day before it is to take place. When setting detentions, teachers will always take into consideration whether or not 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. Please note that 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. Parents should be informed on the same day if their child has been removed from the classroom. 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.

Removal 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 can be continued in a managed environment; and
- c) to allow the pupil to regain calm in a safe space.

Staff must allow a reasonable time for pupils who have been removed to eat, drink and go to the toilet.

## **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

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out the academy's approach to mobile phones.

### **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:

- 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 James Underwood 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 in place.

### **Drugs**

The Trust operates a zero-tolerance policy 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.

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:

- Electronic devices including vapes.
- Substances that could cause harm.
- Jewellery that is not prohibited
- Uniform that is not prohibited

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 for the purposes

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

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<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



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](#).

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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.

## **APPENDIX ONE**

Below is the framework for Rewards and Sanctions both within and out of lesson:

### **Rewards:**

Whilst in school, pupils can earn Guilford Gold through their conduct and a range of actions spread across our three core values.

<h1>Ambition</h1>	<p><b>A1 – Outstanding Attitude to Learning</b></p> <ul style="list-style-type: none"> <li>▪ Working to the best of your ability, all the time</li> <li>▪ Taking responsibility of your own learning</li> <li>▪ Asking insightful questions</li> </ul> <p><b>A2 – Outstanding Classwork</b></p> <ul style="list-style-type: none"> <li>▪ Producing exemplary work</li> <li>▪ Complete developed DIRT activities</li> <li>▪ Consistent, PROUD Presentation</li> </ul> <p><b>A3 – Outstanding Homework</b></p> <ul style="list-style-type: none"> <li>▪ Producing exemplary homework</li> <li>▪ Attending homework club</li> <li>▪ Seeking advice on homework before the deadline</li> </ul>
<h1>Equality</h1>	<p><b>E1 – Respect</b></p> <ul style="list-style-type: none"> <li>▪ Have exemplary manners to staff and peers</li> <li>▪ Holding doors for one another</li> <li>▪ Showing respect after a performance/game</li> </ul> <p><b>E2 – Kindness</b></p> <ul style="list-style-type: none"> <li>▪ Acts of compassion done selflessly</li> <li>▪ Unprompted assistance of others</li> <li>▪ Offering to help</li> </ul> <p><b>E3 – Caring for the school site</b></p> <ul style="list-style-type: none"> <li>▪ Taking pride by cleaning up after yourself</li> <li>▪ Picking up litter and keeping our school site clean</li> <li>▪ Reporting school/community issues to staff</li> </ul>
<h1>Integrity</h1>	<p><b>I1 – Being Prepared</b></p> <ul style="list-style-type: none"> <li>▪ Arrive to each lesson on time, each day, properly equipped ready to learn.</li> <li>▪ Excellent execution of line-up</li> <li>▪ Being prepared 100% of the time</li> </ul> <p><b>I2 – Modelling Excellent Behaviour</b></p> <ul style="list-style-type: none"> <li>▪ Executing routines expertly or modelling for other pupils</li> <li>▪ Setting the standard for a routine</li> <li>▪ Showing student leadership</li> </ul> <p><b>I3 – Representing the school proudly</b></p> <ul style="list-style-type: none"> <li>▪ Demonstrating the Ellis Guilford Way both in and outside of school</li> <li>▪ Being an ambassador in the community</li> <li>▪ Attending in extra-curricular clubs.</li> </ul>

Pupil Guilford Gold credits will be monitored weekly through the Prepare for Life tutor session. Credits can be exchanged for prizes throughout the year.

When	Type	Awarded for	% of pupils/ Class	Credits
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<b>Daily</b>	Guilford Gold in my Lesson	Ambition Integrity Equality	1-100%	2
<b>Daily</b>	Guilford Gold in my School	Ambition Integrity Equality	1-100%	2
<b>Half Termly</b>	Bronze, Silver, Gold, Platinum Awards	Those pupils who have reached: Bronze 500 Silver 1000 Gold 1500 Platinum 2000	All who have reached the tariff in the half term.	30

### **Guilford Gold Credit of the Week**

The Head of Year will award five pupils each week to those pupils, tutor groups and classes who have demonstrated achievement towards the EG3 values: ambition, integrity, and equality. For each award, the Head of Year will celebrate pupils who have pushed themselves above and beyond and we will celebrate that success both individually and as a collective.

### **Guilford Gold Class of the week**

The tutor group with the highest amount of collective achievement points and the most improved group will be rewarded with a prize. This will be the tutor group with the highest positive points and will be awarded on Magic Monday.

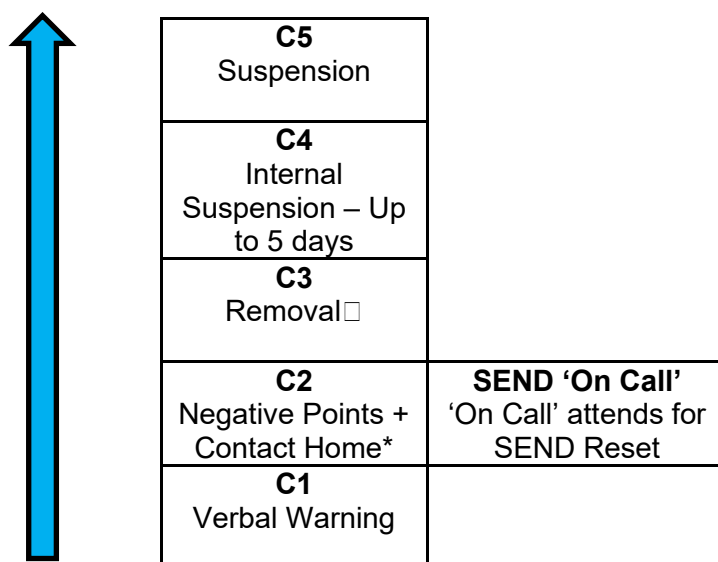
### **Attendance Tutor Group Award**

The tutor group with the highest collective attendance and the most improved will be rewarded with a prize. This will be awarded on Magic Monday.

### **Sanctions**

The behaviour for learning ladder will be used in tandem with behaviour strategies employed by staff and classroom teachers. To support pupils 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 pupils to cool off before moving through the routine. Alongside the sanction system sits the rewards framework, which has the purpose of working alongside the sanctions and consequence system. We aim for at least 5 rewards for every sanction as an absolute minimum.



### **C2 Behaviour**

The classroom teacher will log a C2 on the system, providing a reason for pupils' behaviour. Staff will then contact home either via email or in app messaging.

### **SEND 'On Call'**

For a pupil who is identified as SEND on the SEND register, staff will use the SEND 'On Call' log on Arbor. A member of the 'On call' staff will come to the lesson to reset the pupil and avoid a C3 log. This is adhering to the SEND code of practice by making 'reasonable adjustments'.

### **C3 Behaviour**

The classroom teacher will call for 'On Call' to remove the pupil from the lesson. The pupil will spend the rest of the lesson in reflection. The teacher will call home that day and discuss with parents/carers.

### **Ellis Guilford School Consequence Bands**

The following behaviour is unacceptable and will result in sanctions being applied as appropriate. What is an appropriate and reasonable response will depend on the circumstances.

Staff will need to make a professional judgement in the spirit of the Behaviour Management guidelines, with help from other colleagues if needed.

The list below includes examples of these behaviours. 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. Any the case of any repeated poor behaviours, the school reserve autonomy to apply sanctions appropriately. C4/C5 behaviours below may result in internal or external suspension.

Ellis Guilford will use a suspension ladder where an initial serious breach of the behaviour policy will result in a one-day suspension. Repeated negative behaviours will then result in a two-day suspension. This will repeat for each serious breach until a pupil reaches their five-day suspension. At this point, the school will call an urgent governor's review meeting (15 day panel meeting), as required by statutory suspensions and exclusions guidance, to review steps taken by the school to engage the pupil with learning and explore any additional avenues of support. At this point, a pupil would be considered at risk of permanent exclusion.

### **Serious (C2):**

1. Not cooperating with the uniform guidelines.
2. Lateness to lessons.
3. Chewing gum.
4. Dropping litter.
5. Foul language.
6. Eating or drinking at inappropriate times – on the way to lessons, in corridors, in classrooms, in toilets etc.
7. Not bringing the correct equipment (will also explore reasons)
8. Excessive noise.
9. Possession and use of aerosols.

### **More Serious (C3):**

1. Use of mobile phones on school premises.
2. Vandalism.
3. Bullying.
4. Use of abusive language to members of staff.
5. Leaving the site without permission at any time.
6. Truancy: missing lessons without permission, either by leaving or staying on the site.

7. Repeated non-co-operation and / or breaches of the school rules
8. Disruption to learning including non-completion of classwork or homework
9. Disruption to safe movement around the site, including queuing, going into assembly etc.
10. Inappropriate use of internet or other technology.

### **Very Serious (C4/5):**

- Any form of sexual violence / sexual harassment regardless of sexual orientation.
- Alcohol possession and consumption.
- Bringing any potentially offensive items onto the site e.g. knives or weapons; alcohol; illegal drugs; stolen items; tobacco and cigarette papers; lighters, e-cigarettes and vaping equipment; pornographic or sexually explicit material; any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or cause personal injury to, or damage to the property of, any person (including the pupil)
- Prejudice related language / behaviour.
- Extortion/ theft.
- Disruption to exams.
- Physical aggression towards a member of staff – threatened or actual. This also includes behaviour which staff may deem as intimidating towards themselves or others.
- Fighting and physical aggression between pupil/pupils.
- Use of recording equipment.
- Bringing the Academy into disrepute in the local community.
- Refusal to comply with reasonable instructions.
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent).
- Persistent C2 behaviours.
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
  - Sexual comments
  - Sexual jokes or taunting
  - Physical behaviour like interfering with clothes
  - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content

### **Behaviour Stages and reports**

At Ellis Guilford we have a clear system of behaviour stages. We do not accept repeated poor

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behaviour and this ensures any pupils who do display repeated poor behaviour are supported swiftly and do not hinder the learning of others.

	Stage 1	Stage 2	Stage 3	Stage 4
Behaviour	Repeated low level disruption <ul style="list-style-type: none"> <li>• 2 x C3's in a two-week period</li> </ul>	Return from Suspension up to 5 days <ul style="list-style-type: none"> <li>• Failed stage 1</li> <li>• 3+ C3's in a two-week period</li> </ul>	Return from 5+ day suspension <ul style="list-style-type: none"> <li>• Failed stage 2</li> <li>• 5+ C3s in a two-week period</li> </ul>	Return from 10+ day suspension <ul style="list-style-type: none"> <li>• Failed stage 3</li> </ul>
Intervention	Tutor report Tutor phone call home Stage 1 letter	HOY report HOY parent meeting Stage 2 Letter	SLT Link report SLT Link parent meeting Stage 3 letter – PSP initiated Managed Move considered/ FAP	SLT report – CGI/NLE SLT parent meeting Principal's letter Redirect – PLG, AP, 5 -10 days at BA
Review	To be reviewed after two weeks Pass- Tutor to monitor. Fail – Refer to HOY for stage 2 Extend- Extend report for further two weeks.	To be reviewed after two weeks Pass- Tutor to monitor. Fail – Refer for support from SLT link for stage 3 Extend- Extend report for further two weeks.	To be reviewed after two weeks Pass- PSO to monitor. Fail – <ul style="list-style-type: none"> <li>• PSP x3</li> <li>• Stage 4</li> </ul> Extend- Extend report whilst on a PSP	To be reviewed after two weeks Pass- HOY to monitor. Fail – Stage 4 Extend- Extend report for further two weeks.

## Detentions

Detentions will be recorded in Arbor in relation to behaviour logs that are entered. Staff will fully explain to the pupil log and what it is for. Each Ten-Minute Sanction log accounts for 10 minutes at next point, break, lunch, or post-school at 3:10PM.

- Break and lunch are taken to the detention rooms for 10 minutes immediately - Pastoral staff support the collection of pupils. Staff in lesson period 5 escort pupils to after school detention.
- Pupils who are repeatedly in detention will be under monitoring by their form tutor, pastoral support officer and Head of year.
- Pupils that do not attend their Ten-Minute Sanctions will automatically be booked into an after school **30-minute sanction until 3:40PM**. If the detentions is missed at the end of the day, this will be the next day.
- Pupils that do not attend their 30-minute detention will automatically be booked into an after school **1-hour detention with their Head of Year until 4:10PM on a Monday after school**.
- Failure to attend their Head of Year 1 hour detention will result in a **full-day internal suspension**.
- Pupils who are late to school will receive a twenty-minute detention at break time. If this is missed, the above procedure will be followed.

## Uniform

Pupils who dress smartly, show a positive attitude towards school and learning; it also helps to

build and support pupils' self-confidence and self-esteem. That is why we place great emphasis on our school uniform and expect all pupils to wear their uniform with pride and in the expected manner.

The items listed below must be worn every day:

- Black school blazer with logo and teal collar trim.
- Ellis Guilford School tie or if borrowed a plain black tie.
- Plain black trousers or tailored shorts (no cords, jeans, canvas, or leggings) of an appropriate straightfit. Skin-tight or cropped trousers are not permitted.
- Black, fully pleated skirt of a suit-type fabric (no leggings, canvas, jeans, sweatshirt, or corduroy material). No skirt shorter than 1 inch above the knee will be allowed.
- Black tailored trousers.
- White shirt (either long- or short-sleeved) with a functioning top button. Shirts must be always tucked into skirts or trousers.
  - Belt, if worn with trousers, should be plain black. Wide, coloured, or ornate fashion belts should not be worn.
- Flat, black leather or leather-type shoes (no trainers, canvas, plimsolls) that can be polished. Shoes should be black-soled, not open-toed, or backless, and have no flashy ankle straps and no coloured laces. Mules are not acceptable.
- Pupil coats need to fit over pupils' blazers and are not alternatives to blazers.
- Hoodies are not permitted. If a pupil is seen in possession of a hoodie, it will be confiscated and parents will be required to collect it from school.
- Pupils must not wear hoods from coats whilst on the school site unless it is raining. Hoods will not be worn indoors under any circumstance.
- A Year Group Pin badge must be worn by pupils to identify their year group on their lapel of their blazer.



Refusal to wear the specified school uniform will result in the pupil being educated separately in Reflection until the uniform issue has been rectified. Repeated failure to wear the correct uniform will result in further sanction.

### **Jewellery and Make-Up**

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

- One single stud in each ear lobe. Any others will be confiscated.
- Piercings in any part of the body, e.g. arm, face, tongue, nose, lip, or eyebrow, are not permitted and must be removed before arriving at school. Pupils may wear a clear retainer to cover piercings and must do so if asked by a member of staff.
- False nail coverings of any length (including gel) will not be permitted. Single colour nail polish is permitted.
- Pupils may wear a simple wristwatch, not a smart watch, or this will be confiscated.
- Pupils are allowed to wear jewellery for religious reasons.
- Eyebrows must not be shaved or have any markings in them.
- If a pupil needs to cover their hair for religious reasons, the hair covering must be plain and dark.
- Tattoos, including fake tattoos, are strictly prohibited.
- Only minimal, naturally coloured (skintone) make-up is allowed; lipstick is not permitted.

Any pupil who is found wearing jewellery that is not permitted according to the school rules will have the item confiscated and the pupil's parent will need to collect it.

Staff are instructed to alert On Call if pupils arrive at their lesson with the incorrect uniform or refuse to hand items over.

Any pupil who fails to meet the expectations outlined above will be educated separately in Reflection until the issue has been resolved.

Pupils need to arrive at school equipped and ready to learn – without the necessary equipment, pupils will have barriers to learning that their peers do not.

Pupils must bring the following items:

- A closable bag large enough to carry books and equipment.
- A clear pencil case containing 2 pens (black or blue), 2 pencils, 1 highlighter, an eraser, and a pencil sharpener
- A ruler
- Year group pin badge
- Timetable
- Maths instruments
- A scientific calculator
- Knowledge Organiser

During Prepare for the Day, pastoral staff and year teams will be on hand to assist any pupils with any uniform and equipment issues prior to the school bell.

If pupils wait until after the school bell, there is no time granted for this and they will be classed as late to lesson.

Whilst at school, pupils are expected to follow the routines and high expectations that staff have of them for them to succeed.

### Arriving to School

Routine: Arriving to school (AM)	
<input type="checkbox"/>	Arrive at the school gates (front or back) between 8.20am and 8.35am
<input type="checkbox"/>	All electronics and non-uniform clothing must be removed before crossing the blue line.
<input type="checkbox"/>	Make your way to your year zone immediately
<input type="checkbox"/>	Before 8.35am, check your uniform and equipment
<input type="checkbox"/>	Check-in with your year team for support with any issues e.g. equipment or uniform before 8.35am
<input type="checkbox"/>	On the sound of the bell at 8.35am, immediately make your way to your lesson

## **Day to Day Processes**

### **Toilet During Lesson**

Pupils have access to toilets before school, during break and lunch, and after school.

Pupils are expected, where able, to manage their toilet use during social time to avoid any lost learning time. In exceptional circumstances, pupils can use the out of lesson lanyard to access A floor toilets, or Lower Guilford toilets during lesson time. Teacher packs will be provided in class with tissues, wet wipes, and plasters to support the need to reduce children out of lesson for minor issues.

### **Late to School**

If a pupil is late to school, they will be triaged by the attendance team, Pastoral Support Officer on duty, uniform and equipment checked and home contacted via email. They will then receive a 20-minute break time detention.

### **Late to Lesson**

If a pupil is late to lesson, they will be logged as a C2 and receive a Ten Minute Sanction.

Repeated late to lesson will be reported to the Director of Faculty and Head of Year, whose responsibility it is to support these pupils.

## **Prohibited Items**

All the items listed below are prohibited on the school's grounds. If a pupil 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.

Any pupil that is repeatedly found in possession of any prohibited item or items will receive a sanction.

The prohibited items are detailed below:

- Chewing gum,
- High-energy and high-sugar-content carbonated drinks.
- Any aerosol (note: pupils 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.

Please note that this list is not exhaustive. Ellis Guilford School reserves the right to confiscate any items that are likely to cause disruption to learning or to the orderly management of the school.

## **Mobile Phones and Electronic Devices**

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, these must be put into pupils' bags, along with any other electronic devices (including Headphones) and not been seen or heard by members of staff or they will be confiscated.

Confiscated devices will be collected and taken to the main reception where a member of the admin team will contact home to inform parent/carer about the item. The item will be safely recorded and stored in a locked cabinet in the main school office until collection.

If the pupil refuses to hand over their mobile phone or headphones, staff will make referral on Arbor and the pupil will spend the following day in internal suspension.



## **Dealing with incidents of Bullying**

Pastoral staff make it clear that pupils may confide in them if they are experiencing problems of any kind. Pastoral staff will also, if for any reason pupils are unhappy to talk to them, direct pupils to any members of staff who are available. The atmosphere is always receptive and sympathetic. Safeguarding training for pupils ensures all pupils know the key staff they can report to, but all staff at Ellis Guilford School are safeguarding trained.

Serious allegations of bullying should be dealt with by a member of the pastoral team in the first instance, who will ensure that the Vice Principal/Assistant Principal for Behaviour and Attitudes is made aware of the situation.

1. When a concern arises, the facts will be established and pupils will be asked to complete a written, signed statement on official paper.
2. A variety of statements will be taken, with consideration of accounts from the victim, the perpetrator, and any potential witnesses (both staff and pupils) and these collated.
3. Investigating staff will log this on CPOMS to document a clear order of events.
4. Whilst this is being investigated and an outcome awaits, staff will place a holding call home to inform parents or carers of the allegations they have made and that the school are acting upon this.
5. A balance between the accounts of the alleged bully, the pupil being bullied, and reliable witnesses will be kept, taking account of personal knowledge of the children concerned and a decision is made on the balance of probability.
6. Once the matter has been investigated, the unacceptable nature of any behaviour will be made clear to the bully and their parents or carers. Any pupils whose behaviour is found to be unacceptable will be punished in line with the CET behaviour policy Anti-bullying policy September 2022 Page 4 and academy's behaviour management procedures. The consequences of any repetition will be emphasised.
7. Outcome and sanctions of other pupils cannot be shared with parents/carers, only that we have followed our Anti-Bullying policy, but an update on the incident and a welfare check with home would be appropriate in most circumstances.
8. Investigating staff will file all statements in the appropriate pupil's folder, photocopying if necessary, into both victim or perpetrator files.

Finally, the Head of Year or form tutor will then do a welfare check with the victim, offering them a

listening referral if required, logging this on Arbor.