



## Behaviour for Learning Policy

Ernest Bevin Academy

The best in everyone™

Part of United Learning

<b>Responsibility:</b> Principal	<b>Date Approved:</b> Autumn 2023
<b>Approved by:</b> LGB	<b>Review Date:</b> Autumn 2024
<b>Monitored by:</b> Principal	<b>Links to other policies:</b> Electronic Devices Policy Exclusions Policy Equalities Policy

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## 1. Vision and Intent

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This policy sets out how the school will promote good behaviour, self-discipline and respect, prevent bullying, and regulate the conduct of students.

Our vision is to be a highly successful and inclusive community school, of which students, staff and parents are proud to be a part. Our students will leave the school as confident, independent, socially-responsible individuals who are equipped to make a positive contribution to society and the world of work. We strive to improve the wellbeing and mental health of the school community.

We will achieve this by:

- Supporting all students to achieve their full potential
- Fostering a sense of belonging among our students, staff and parents
- Being a hub of exemplary teaching and learning practice

Our Curriculum Intent is informed by our vision and our school values of respect, opportunity, happiness, resilience and tolerance. We want to ensure that all students are able to be successful and achieve their potential in the modern, and rapidly changing, world. At Ernest Bevin Academy we believe all students are capable of making excellent academic progress. We have worked collaboratively to develop a curriculum which is designed to create:

- Successful, independent learners who enjoy learning; make good progress and achieve their full potential.
- Confident, articulate individuals who are able to live safe, healthy and fulfilling lives.
- Responsible citizens who respect others and make a positive contribution to society.

We respect the rights of students, staff and families. We recognise the contribution of all of these stakeholders in students achieving the best outcomes from their time at the school through a structured and rigorous curriculum, praise, encouragement and an unrelenting focus on high expectations. Through this each student will reach their full potential.

**Our** values are central to the way that we work together and form part of our Community Charter:

<b>TOLERANCE</b>		
<b>Students</b>	<b>Staff</b>	<b>Families</b>
We are curious and open minded about new things, experiences and people.	We offer opportunities for students to voice opinions in a respectful manner.	We will uphold the Ernest Bevin Values.
We value the opinions and contributions of others, and we respond to others with respect	We provide opportunities for enrichment activities and to make a contribution.	We will view the relationship with the school as a partnership.
We take opportunities to reflect upon our identities and those of others.	We allow student voice a role in improving the planning and delivery of education.	
We celebrate diversity, we don't expect everyone to think, look, speak or act like us.	We ensure that the curriculum reflects values of respect and tolerance.	
	We have student wellbeing at the heart of all we do.	

<b>OPPORTUNITY</b>		
<b>Students</b>	<b>Staff</b>	<b>Families</b>
We take up all the opportunities the school offers, in lessons and in our own time	We ask students for their opinions and contributions.	We will encourage and support the completion of homework.
We take ownership of our lives and futures.	We plan lessons which will stimulate, challenge and stretch students.	We will engage in positive and polite dialogue with school staff.
We quickly settle to our work.	We use assessment to show students what they can do well and what they need to work on, and adapt our teaching accordingly.	We will use the Arbor App.
We take responsibility for our learning by asking and answering questions.		We understand and agree to the delivery of the full curriculum.
We value and act upon feedback from our teachers.	We provide opportunities for enrichment activities and to make a contribution.	
We embrace working with others.	We offer feedback, guidance and support to support students in achieving their goals.	
We take responsibility for our work and progress.		

<b>RESPECT</b>		
<b>Students</b>	<b>Staff</b>	<b>Families</b>
<p>We arrive to school and lessons punctually.</p> <p>We wear our uniform with pride.</p> <p>We show positive body language and speak in a polite manner.</p> <p>Should things go wrong we take opportunities to resolve issues and restore relationships.</p> <p>We take every opportunity to make a contribution to the school or wider community.</p> <p>We take care of the school Environment.</p>	<p>We create a positive learning environment.</p> <p>We model behaviour and language which reflects that expected of the students.</p> <p>We build relationships with students and take the time to understand their needs.</p> <p>We encourage restoration and resolution should things go wrong.</p> <p>We manage the classroom environment safely.</p>	<p>We will ensure that our son/daughter wears full uniform and is prepared for a school day.</p> <p>We understand that if items are missing, they will be lent and expected to be worn.</p> <p>We agree to the school holding relevant information in line with GDPR 2018 and will inform the school of any changes.</p>

<b>RESILIENCE</b>		
<b>Students</b>	<b>Staff</b>	<b>Families</b>
<p>We embrace challenge.</p> <p>We try and work out the answers for ourselves by thinking, reading and researching.</p> <p>We don't give up.</p> <p>We catch up on any work missed.</p> <p>We are not afraid to make mistakes and we learn when things do go wrong.</p> <p>We reflect on our behaviour and listen to and act upon advice of others to move forwards</p>	<p>We encourage students to take risks with their learning.</p> <p>We encourage students to learn from their mistakes.</p> <p>We ask challenging questions which force students to think harder</p>	<p>We will support the school with any sanctions or consequences imposed.</p> <p>We will communicate any relevant medical, safeguarding or wellbeing information to the school.</p> <p>We agree to the school searching our son/daughter with the possible use of a search wand, in line with DFE guidance, as part of the school 's responsibility to keep everyone safe.</p>

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## 2. Policy Implementation

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In line with the school's Equal Opportunities Policy, Ernest Bevin Academy is committed to providing a learning and social environment where all members of the school can develop, benefit from high expectations, feel valued and achieve their potential. All staff are responsible for this.

### Classroom expectations

Classrooms (including laboratories, library, workshops and gyms) are places of work. Just as in any factory or office, there need to be clearly understood rules and expectations to allow everyone to work successfully, safely and enjoyably.

- a. All staff are responsible for implementing the school policy consistently and fairly throughout the school by setting the standards required to promote positive behaviour.
- b. The senior leadership team of the school (SLT) are responsible for ensuring all staff adhere to the behaviour policy and implement effective systems for keeping records of all reported incidents, reporting to governors and parents when required
- c. Students are responsible for their conduct and their actions. We strongly believe that students must *own* their actions:
  - i. Own their successes and be proud of what they have achieved.
  - ii. Own their mistakes; learn from them, and endeavour to not repeat them.

A list of Expectations of an Ernest Bevin student is listed below. This is known as the **EBA Way**, and refers to our expectations both inside and classroom, and during unstructured times.

### EBA WAY – 10 Classroom Rules

1. My uniform is perfect when I enter the classroom, during the lesson, and when I leave. **Looking smart, all day, every day**
2. I have all the equipment I need for my lesson, every lesson.
3. I come into the room quickly and calmly.
4. I sit down and start the "Do now" without delay or distraction.
5. I follow instructions **first time, every time**.
6. I am always focused, and always facing the right way.
7. I am quiet when expected; when the teacher is talking, during a listening activity, or when a peer is asking or answering a question.
8. I complete all of my work with 100% effort.
9. I am polite and respectful to my peers and my teacher.
10. I look after the equipment and furniture in my classroom.

### EBA WAY – Unstructured Times

1. My uniform is perfect when in the building. **Looking smart, all day, every day**.
2. I get to my lesson on time.
3. I move from place to place sensibly, staying on the left on corridors on stairwell.
4. I keep my hands to myself.
5. I follow instructions **first time, every time**.
6. I queue sensibly for food, in single file, following the one-way system.
7. I use the toilet at the right time.
8. I do not drop litter and help to keep the buildings and outside areas clean and tidy.
9. I am polite and respectful to all peers and staff.
10. I leave the school in perfect uniform.

## **Rewards and Praise**

At Ernest Bevin Academy we first seek to praise rather than punish. Rewards and praise should be given at every opportunity, and we regularly explore how and when we praise with students and parents, ensuring these systems are effective and valued by students.

Staff should use every opportunity to show that they have noticed students who:

- Are on time.
- Regularly wear their uniform correctly and with pride.
- Showing good manners and working hard.

Simple verbal praise is an important motivator and can work to create an atmosphere where positive actions are the norm.

Subjects and year teams have praise cards which can be used to let families know about ongoing hard work or one particularly pleasing action demonstrated by a student.

We aim for at least a 4:1 praise to sanction ratio.

We aim to be consistent in praising, affirming, rewarding and celebrating students who demonstrate commitment, make a contribution, make progress and help others. The Ernest Bevin Values should be a mechanism for acknowledging students who are doing the right thing.

The language we want students to become familiar with is:

- *You will be **acknowledged** if you are doing the right thing.*
- *You will be **praised** if you do something praiseworthy or do the right thing consistently.*
- *You will be **commended** if you are regularly doing something commendable, or you demonstrate consistent excellence.*

Students who are **acknowledged** for doing the right thing will receive a **+1** addition to their behaviour record.

Students who are **praised** for doing the right thing consistently, or are praised for doing something praiseworthy, will receive an addition of **+3** to their behaviour record.

Students who are **commended** for doing something commendable, or for demonstrating consistent excellence, will receive an addition of **+5** to their behaviour record.

These points then accumulate for students to receive awards such as:

- Postcards
- Letters of commendation
- Invitation to the Principals Breakfast
- Place on a rewards event
- Invitation to receive an award at

These certificates are awarded half termly in assembly.

## **Attendance and Punctuality**

We also award specific certificates for students who achieve 100% attendance for a term and 100% punctuality for a term. There is a weekly prize draw, where a student with 100% attendance wins a voucher.

## Sanctions

There are some behaviours which fall outside the school's expectations. A detention is a commonly used tool used by schools as a deterrent to students who may choose not to follow our rules. These also give students an opportunity to reflect on their behaviour.

We use a rigorous and detailed management information system to make sure we effectively record negative behaviours with appropriate level of detail and inform parents quickly. Students receive negative behaviour points for poor behaviours of different levels of seriousness. These points are then tracked, and inform the decisions detailed on the table on the next page.

- For a negative behaviour classified as 'low', for example **littering** or **being late to lessons**, students will see **-1** points placed on their behaviour record.
- For a negative behaviour classified as 'medium', for example **truanting a lesson** or **refusal to follow instructions**, students will see **-3** points placed on their behaviour record.
- For a negative behaviour classified as 'high', for example **bringing the school into disrepute** or **theft**, students will see **-5** points placed on their behaviour record.

## Detentions:

The school runs a daily, 1-hour, Central Detention which students are placed in following an incident in or outside a lesson.

Reasons why a student may be placed in a central detention may include:

- Disruption to a lesson, despite being warned by a teacher.
- Inappropriate language towards a peer or teacher.
- Silly/dangerous behaviour moving around the site.
- Persistent failure to wear uniform correctly.

The reason for the detention will be recorded on our school data management system (Arbor), which parents can access. Students must attend these detentions. Failure to attend this detention will see an escalation of sanction.

## Late detentions

Students who arrive late to the school, after the start of registration at 8:45am, will be issued a detention. Parents will be notified of this through Arbor.

Heads of Year will track students throughout the day, and students who are late to a lesson will be issued a detention. Again, parents will be notified of this through Arbor. In some instances, where the Head of Year tracking suggests a persistent problem with lateness, parents may be contacted by phone to share these concerns.

## Homework detention

Class teachers issue detentions. Failure to attend this can escalate to Central Detention and further intervention.

### Subject Removal Rooms

If, despite encouragement, warnings and other behaviour management interventions, a student's behaviour in a classroom is preventing others from learning, a senior member of staff will be called for (Known as 'On Call'), and a student will be removed from the lesson. For persistent Level 0 or 1 incidents the student(s) will be escorted to the nearest Removal Room. These are timetabled rooms in strategic areas of the school where a student can be accommodated for the rest of that period. The issue should be recorded on Arbor by the reporting teacher and a Central Detention issued, as explained above.

### Reflection Room (RR)

This is a significant sanction as students are removed from their lessons for a period of time.

This room may be used to:

- sanction serious behaviour incidents
- sanction for students who disrupt the subject removal room, after being removed from a lesson
- accommodate or isolate a student whilst an incident is being investigated
- isolate a student prior to an External Exclusion (Suspension or Permanent Exclusion).

Only members of the senior team or a Head of Year have the authority to place students in reflection.

During the period a student is in RR, they are expected to complete work silently and not engage in any behaviour which is defiant or disruptive.

Students remain in the RR during lunch and/or break and may only leave the room for the toilet or to collect a cold lunch during the period before the lunch and/or break. No student should be in the RR for more than 3 days, except in truly exceptional circumstances, with 1 day being the usual term. A register is kept and students who are frequently placed in reflection will be considered for further intervention.

### Intervention Reports

There are a range of stages of students being on report, all with the aim of supporting the student in improving Behaviour for Learning. They may be the result of accumulation of behaviour points, a particular concern (e.g. homework) or as a monitoring process following a serious incident or exclusion. Students may be on report to their form tutor, Head of Year or a senior member of staff.

Targets set must reflect the student and their situation. The report is to be handed to the teacher at the beginning of each lesson or tutor period and collected at the end. Students should show their report to the relevant member of staff at the end of the day, or more frequently if required. Families are also expected to check the report and sign it daily. Students who do not present their report or who lose it will face a further appropriate sanction.

### Pupil Support Plan

In some instances, a Head of Year may construct a Pupil Support Plan (PSP), designed to provide a framework of supportive measures for a student who is demonstrating persistent behaviour issues. Families will be invited to be part of this process, and this document will allow key staff, including a student's Head of Year, to track a student and offer support in improving his behaviour.



### Meetings with Parents

Meetings with parents are a key tool in improving behaviour. Staff organising these should liaise with the form tutor and/or Head of Year. These meetings may be a result of a single concern or the result of cumulative issues. The reason for the meeting and the intended outcome should be made clear.

### Bullying

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. It may involve an imbalance of power between the perpetrator and the victim. Bullying will not be tolerated at the school. Students who feel they are being bullied either in or outside the school can report it to any member of staff. This also applies to parents/carers who are encouraged to report any incidents of bullying to the school where a thorough investigation will take place.

Any student seen to be the perpetrator of bullying (as defined by the definition above) will be sanctioned according to the behaviour and anti-bullying policy at the school which can be found [here](#).

### Social Media

This applies to all forms of social media and the use of social media for both school purposes and personal use that may affect the school, students or staff in any way. All staff are aware of the dangers of social media and students; parents/carers can report any concerns they have to any member of staff who will pass it onto a Head of Year or senior member of staff at the school.

The school has a responsible use of social media policy and any breach of that policy on the use of social media will result in disciplinary sanctions, in line with the behaviour policy.

In order to support a consistent and effective approach to teaching and learning, including positive behaviour for learning, staff follow the school Lesson Essentials, the overarching message of which is "Model the behaviours you wish to see at all times and have the highest expectations of all students."

### Reasonable Adjustments:

Ernest Bevin Academy is fully inclusive and recognises that additional needs, in some cases are classified as a disability. We want all students to have the best possible chance to reach their potential in our school. To ensure discrimination does not take place, specific policies and practice may need to be adjusted. Every student with an additional need/s is unique, therefore a personalised approach is required to understand whether adjustments are necessary and the impact of support. To determine if adjustments are required for the Behaviour Policy, the Graduated Approach from the DfE Code of Practice is implemented, this follows the 'Asses, Plan, Do, Review' cycle.

The school will make reasonable adjustments for the thresholds outlined above for accumulating behaviour referral points as we recognise students' needs are very different and may be due to an underlying or diagnosed special educational need / disability relating to learning, communication, interaction or social, emotional and health needs.

In these cases, the school's SENCO and inclusion team will be involved throughout in trying to ensure the student's needs are being met whilst still adhering to the high standards the school sets. This process of reasonable adjustment is 'fluid' and will be ever-changing depending on the level of student need and in collaboration with all relevant stakeholders.

We would look at any data where we see repeated sanction for children with an EHCP, and potentially those on SEN Support and/or undergoing statutory assessment for an EHCP. This extends to where the school

knows or could reasonably be expected to know, that the child has a disability, and it could be considered ineffective or failing to sufficiently meet a child's needs.

There is an expectation that where this is occurring, schools should ensure the SENCO is involved as part of a behaviour intervention and planning process to elicit different approaches to improving the child's behaviour. This may involve advice from colleagues / specialists such as an educational psychologist, speech and language therapist, literacy specialist, or other professionals.

### **Inclusion**

As an inclusive school, with effective SEND practices, how we support students with SEND is detailed in our policy which can be found [here](#).

At Ernest Bevin academy we strive to include all students in every aspect of the academy. Our Behaviour Policy embeds our inclusive ethos, and is informed by our school SEND Policy.

Part of our approach to inclusion is our ambition to always be fair and equitable within our application of our behaviour policy.

In accordance with the Equality Act 2010, we make reasonable adjustments where we feel it is necessary for students with SEND. Within these adjustments is embedded a clear understanding that part of our role for students includes preparing them for adulthood, and equipping them with the tools to understand societal norms.

All students must have a clear understanding of their role to be a responsible member of the school community. This includes benefiting from rewards and leadership opportunities, whilst also taking ownership of any behaviours which breach our policy. Specifically, students must accept consequence; engage in restorative practices, and complete sanctions as directed. Where it is necessary for individual students, they will be receive specific support in understanding and fulfilling this part of their role as at Ernest Bevin Student.

Where students are persistently being issued detentions, this will be tracked by the Head of Year, and when this occurs, reasonable and proportional actions and/or sanctions will be decided upon by the relevant senior member of staff or the Principal, as shown below.

Sanctions or negative behaviour tracked by Head of Year		School action to support student in improving their behaviour	Led by
Cumulative <b>Negatives</b>	Cumulative <b>Suspensions</b> , or referrals to the <b>Reflection Room</b>		
Total <b>negative points</b> will be <u>tracked</u> , and where these accumulate, it will also see students move through actions listed.	1	On report to Form Tutor	Form Tutor
	2	On report to Head of Year	Head of Year
	3	On report to Director of Learning Meeting with parents	Head of Year
	4	Support Plan: Behaviour, Pastoral or Safeguarding Meeting with parents and Head of Year and Director of Learning	Director of Learning

	5	Behaviour panel with Head of Year and Deputy Principal  Review and start formal Pastoral Support Plan, with involvement from Wandsworth Inclusion Manager	Director of Learning
	6	Principal's Panel, with Head of Year and Principal  Consideration of Managed Move for fresh start	Deputy Principal
	7	Governor's Panel, with Deputy Principal and member of Governing Body  Consideration of move to the PRU (Pupil Referral Unit)	Deputy Principal
	8	Permanent Exclusion will be considered	Principal

An indicative but non-exhaustive list of behaviour or actions which could warrant a sanction from the school, or which could lead to such an investigation, can be found on the table on the next page.

A guide to how these behaviours would be sanctioned, and how we would communicate with parents / families, can also be found.

Incidents	Suitable actions	Recording and Communication
<p><b>Level 1</b></p> <ul style="list-style-type: none"> <li>- Careless with school property</li> <li>- Any persistent behaviour issues linked to uniform, equipment, work, homework, late to lesson, talking in lessons</li> <li>- Truancy</li> <li>- Lateness to school</li> </ul>	<p>Central detention</p>	<p>Staff On-Call on Arbor</p>
<p><b>Level 2</b></p> <ul style="list-style-type: none"> <li>- Persistent incidents at Level 1</li> <li>- Refusal to hand over a banned item (not dangerous) including mobile phone</li> <li>- Serious defiance (e.g. Aggressively challenging member of staff)</li> <li>- Removed from class ('On call')</li> <li>- Failure to attend a set detention</li> <li>- Persistent truancy</li> <li>- Bullying of any description</li> <li>- Misuse of social media, or school ICT equipment/VLE</li> <li>- Dangerous conduct</li> <li>- Fighting</li> <li>- Behaviour which damages the reputation of the school</li> <li>- Theft</li> <li>- Deliberate or serious damage to property / vandalism</li> <li>- Sexist, homophobic, racist or any other discriminatory language or behaviour</li> <li>- Smoking off site</li> <li>- Accumulating 4 or more behaviour points in 1 day</li> </ul>	<p>In these instances, sanction for a student may be 1-3 days in the Reflection Room.</p> <p>Where appropriate, and where our professional judgements suggests it is necessary or may be impactful, the school may also use additional or supportive measures such:</p> <ul style="list-style-type: none"> <li>- Restorative Justice with students or member of staff</li> <li>- Meeting with Police Liaison Officer</li> <li>- Community Services within the school</li> <li>- Equality Workshop</li> <li>- Education workshop</li> <li>- Written apology to student/member of staff <ul style="list-style-type: none"> <li>- Temporary removal of school privileges, such as a position of responsibility (e.g. – being a Prefect or Lead Learner), or removal of a student's place on school sports team</li> </ul> </li> </ul>	<p>Relevant statements and evidence will be gathered, secured, and placed on file</p> <p>Incident recorded on Arbor</p> <p>Where appropriate or deemed necessary, the family of a student will be invited to meet with HOY, or a member of SLT. This includes instances where a student is placed in the Reflection Room for more than one day.</p> <p>Statements should be taken and kept as appropriate</p>
<p><b>Level 3</b></p> <ul style="list-style-type: none"> <li>- Defiance or disruption whilst in Reflection</li> <li>- Being in possession of alcohol, cigarettes or drugs are b</li> <li>- Misuse or sabotage of safety equipment (eg fire alarm, CCTV)</li> <li>- Possession of an offensive weapon (original purpose or improvised)</li> <li>- Persistent bullying, threats or or intimidation</li> <li>- Serious assault on a student</li> <li>- Assault on a member of staff</li> <li>- Violence/Fights in the school and in the streets Any behaviour which discriminates against the nine characteristics protected</li> <li>- under the Equalities Act (<a href="#">here</a>)</li> <li>- Serious vandalism</li> <li>- Indecent or sexual assault</li> <li>- Selling unauthorised items</li> <li>- Making or distributing indecent images</li> <li>- Making false allegation</li> <li>- Repeated level 3 instances</li> <li>- Persistent behaviour at level 2 and 3 which has not improved despite structured interventions such as PSP.</li> </ul>	<p>In these instances, the sanction for a student may include those mentioned above, or additionally:</p> <ul style="list-style-type: none"> <li>- 1 to 5 day Suspension (formally know at FTE)</li> </ul> <p>Where student is at risk of permanent exclusion, the school may help to facilitate a managed move to another school, to give the student a fresh start.</p> <p>In some instances, when breaches of the behaviour policy are serious or persistent, the school reserves the right to direct a student to an alternative provision, either temporarily or permanently.</p> <p>In line with published guidance, a sanction for a student may also include Permanent Exclusion from the school</p> <p>Note: Our approach to exclusions is detailed in our exclusion policy, which can be found <a href="#">here</a></p>	<p>Relevant statements and evidence will be gathered, secured, and placed on file</p> <p>HOY, or member of SLT will always write to parents to communicate these decisions, in line with published DFE guidance.</p> <p>PSP and other documents to be available</p> <p>Principal has final decision on suspension, permanent exclusions, or decisions to direct a student to Alternative Education</p>

### 3. Expectations of Students

Expectations of students	
On arrival at lessons	<ul style="list-style-type: none"> <li>• Students should enter classrooms quietly.</li> <li>• Students should stand behind chairs and sit in seats as instructed by teachers.</li> <li>• Once instructed to sit down, necessary materials should be placed on the desk.</li> <li>• Students should begin the starter or 'do now' activity promptly.</li> </ul> <p><i>PE, Games and other practical subjects may vary the detail of these expectations.</i></p>
During lessons	<ul style="list-style-type: none"> <li>• Students must listen to instructions, remain quiet when the teacher is explaining work or others are talking.</li> <li>• Hands should be raised to seek the teacher's attention.</li> <li>• Students should work quietly, respecting the needs of others to a calm environment.</li> <li>• Mobiles will be confiscated if taken out in lessons, unless under the teacher's direction.</li> <li>• Eating is not allowed during lessons. Students can drink water provided it is in a clear container.</li> <li>• Students may only leave a lesson with a note from their teacher</li> </ul>
At the end of lessons	<ul style="list-style-type: none"> <li>• Chairs are to be put under tables and students should stand in silence to be dismissed.</li> <li>• Students should leave in an orderly manner.</li> <li>• Students should pack away sensibly when instructed to do so.</li> <li>• Any rubbish should be placed in a bin as instructed.</li> </ul>
<p>Finally, it is important for students to remember that:</p> <ul style="list-style-type: none"> <li>• school guidelines on behaviour apply in the neighbourhood of the school and on journeys to and from school.</li> <li>• Teachers/Support staff are in the position of parents/carers while students are in school. This means that there can be no excuse for rudeness, disrespect or insolence towards teachers or support staff.</li> </ul>	

#### Expectations in and around the school

Expectations of students	
Uniform	<ul style="list-style-type: none"> <li>• Full school uniform is to be worn on arrival and upon leaving the school. It must be worn in lessons, around the building and in the playground.</li> <li>• Coats must be removed inside the school.</li> <li>• PE or Games kit is to be worn in those lessons.</li> <li>• Hooded tops and hats are not allowed (with the exception of plain woollen hats in the playground in the Autumn and Spring terms).</li> <li>• Shirts should be tucked in, trousers pulled up, ties done up and top buttons fastened. Details of the uniform are found in Appendix 1.</li> <li>• No hairstyles that follow extremes of fashion such as shaved heads, large patterns or dyed hair.</li> <li>• Hair should be in keeping with the formality of the school.</li> <li>• The use of gold, platinum, or other veneers or caps for purposes of dental ornamentation is prohibited. These are often marketed to young people as full or partial 'grills'</li> </ul>
<p><b>Full details of our approach to Uniform, including where parents can buy uniform, can be found <a href="#">here</a> in our Uniform Policy.</b></p>	

Moving around the school	<ul style="list-style-type: none"> <li>• Students must walk, not run, and avoid touching each other, and noise should be kept to a minimum.</li> <li>• Students must make their way directly to their next class.</li> <li>• Students must clear the corridors and internal spaces during break and lunch.</li> <li>• Students must not eat or drink whilst moving through the corridors.</li> </ul>
Relationships	<ul style="list-style-type: none"> <li>• Students are expected to treat others with respect and not engage in bullying of any description. This includes use of social media.</li> <li>• Racist, homophobic or other intolerant language or behaviour will not be tolerated.</li> <li>• Students must only communicate with staff outside of the school through Canvas, not attempt to make contact through social media.</li> </ul>
Safety	<ul style="list-style-type: none"> <li>• Violence or the threat of violence will not be tolerated.</li> <li>• Students must not interfere with or misuse school safety equipment such as fire alarms or CCTV.</li> <li>• Dangerous items such as knives or improvised weapons are strictly banned.</li> <li>• Metal combs not allowed.</li> <li>• Students in years 7 to 11 must remain on the school site during the working day, students in years 12 and 13 should sign in and out.</li> <li>• Alcohol, cigarettes and drugs are banned.</li> </ul>

#### Information for Parents/Carers

<b>Expectations of students</b>	
Attendance and Punctuality	<ul style="list-style-type: none"> <li>• Students must attend the school every day unless there is a good reason not to do so.</li> <li>• Families should inform the school should a student be unwell.</li> <li>• Students must arrive at school on time, and each lesson during the day on time</li> </ul>
Preparedness for Learning	<ul style="list-style-type: none"> <li>• Students are expected to show a commitment to their learning in every lesson.</li> <li>• Students should bring all necessary books and equipment for the day.</li> <li>• Homework should be completed.</li> </ul>
Travelling to and from school	<ul style="list-style-type: none"> <li>• Students are to walk sensibly, be polite and mindful of others on pavements, public transport and in shops.</li> <li>• Students must not gather in local streets before or after school.</li> <li>• Students are expected to speak politely to each other and to members of the public.</li> <li>• Students must respect the authority of school staff at all times, including outside and in the local community</li> </ul>
Uniform	<ul style="list-style-type: none"> <li>• Students should wear the school uniform as shown in Appendix 1</li> </ul>

#### Sexual violence and sexual harassment

In every aspect of the school's culture, sexual violence and sexual harassment are never acceptable and will not be tolerated. Any behaviour which falls below expectations will be sanctioned. Staff are extremely well-trained in our relevant systems of identifying, challenging and reporting.

This issue is addressed in our Child Protection and Safeguarding Policy, which can be found [here](#)

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#### 4. Prohibited Items / Searching Students

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The following items are banned from the school premises and school visits:

- Food or drink which students are intending to sell
- Any item that could be used with the intention of causing harm
- Alcohol / drugs
- So-called “legal high” drugs, including those which are edible, and/or anything pertaining to be a drug.
- Fireworks
- Cigarettes or any smoking paraphernalia including e-cigarettes or shisha-type devices
- Stink bombs / water bombs
- Electronic devices which can be seen, used or heard\*
- Aerosols
- Hooded sweatshirts (hoodies)
- Chewing gum
- Any paraphernalia designed to promote racist or derogatory themes or ideals, including extremist propaganda or pornography of any kind  
**(this is not an exhaustive list)**

\*Please note - on school visits, students may be allowed to take a phone or electronic device. This would be communicated clearly to parents and students. The school takes no responsibility if these items are lost or damaged.

Items such as the above will immediately be confiscated by a member of staff and lead to an appropriate sanction dependent on the level of severity. Parents/carers will also be informed to ensure effective lines of communication are maintained.

#### The law relating to searches

Schools in the UK have the statutory power to undertake a search of a student or their possessions (without their consent) if there are reasonable grounds to believe that the student may be carrying a banned item, or any item which puts themselves or any member of the school community at risk of harm.

The specific items which can be searched for without consent are specified on page 11 of the DFE’s [Behaviour and Discipline in Schools Guidance](#), with more detailed information provided [in Screening, Searching and Confiscation – advice for Headteachers, staff and governing bodies](#).

Only the Principal or a member of school staff officially authorised by the Principal, can undertake the search of a student. For the safety of all students involved, searches of students are always carried out by two members of staff.

Where possible, the person carrying out the search should be the same sex as the student being searched. There is a limited exception to this rule, i.e., where the Principal or designated member of staff reasonably believes there is a risk that serious harm will be caused to the person if the search is not conducted immediately, and/or where it is not reasonably practicable to summon another member of staff.

Any searches of a student’s own person or of their possessions will be carried out with due consideration for the student’s personal dignity, health and safety, the school’s Safeguarding policy, United Learning staff student relations guidance, and the school’s own Equal Opportunities policy. Any such searches must always

be viewed as a last resort, when other methods of investigation and communication have failed and only if absolutely necessary, such as in extreme situations where leaving a student with such a suspected item could pose risks to him/her self, or another member of the school community. It is hoped that in the great majority of instances, there will be no need for a search to be carried out. Any staff authorised to carry out searches must have had sufficient training to enable them to carry out their responsibilities.

There may be rare instances where a child with a specific SEND diagnosis requires a different approach. For example, the school may refrain from searching, unless in an emergency, if a child is tactile defensive or has a sensory sensitivity which means that a search may significantly escalate a situation. In such circumstance, the school would deal with the situation in a different way, bespoke to the needs of the child to ensure all students remained safe.

#### Searches without Consent

A student may be searched for the following items without their consent and without the consent of their parents/carers:

- knives or weapons
- 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:
  - i) to commit an offence,
  - ii) to cause personal injury to, or damage to the property of, any person (including the student themselves).

Before a member of staff carries out a search without consent, the member of staff must reasonably suspect that the student has the prohibited item in his/her possession. Only staff members authorised by the Principal may carry out searches without consent. Where an item prohibited in the behaviour policy is seized as the result of a search and it is an electronic device such as a mobile phone, the member of staff who seized the item may inspect the data on it, if he/she thinks that there is a good reason to do so. This will happen in the presence of the student.

For this purpose, the member of staff has a good reason if he/she reasonably suspects 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. The school also reserves the right to inspect data on any electronic device which is confiscated by a member of staff. The school is entitled to retain the device if it contains material which has been or could be used to cause harm to disrupt teaching or break the school rules.

School staff can seize any prohibited item found as a result of a search and can also seize any item, however found, which they consider harmful or detrimental to school discipline. When deciding what to do with a prohibited item, the school will act in line with statutory guidance issued by the Department for Education.

#### Searches with consent

The school may search students with their consent for any item. A student's possessions can only be searched in the presence of 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 to summon another member of staff.



### Extent of search

The person conducting the search may not require the student 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. 'Possessions' means any goods over which the student has or appears to have control – this includes bags, lockers and desks. Any formal complaints about searches should be made in accordance with the School's latest complaints policy.

### Confiscation of articles

School staff have the power to confiscate property from students under their general right to discipline contained in s91 of the Education and Inspections Act 2006.

### Disposal or retention of articles confiscated from students

The school will follow the Department for Education guidance [in Screening, Searching and Confiscation – advice for Headteachers, staff and governing bodies](#) in deciding what to do with confiscated items.

### Drugs:

The school operates a zero-tolerance policy on drugs for the health and safety of all members of the school community, and for its reputation. The school policy on drugs applies to all school and school-related activities whether on or off site; this includes the journey to and from the 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.

Over the counter and prescription medicines are dealt with in the medical treatment policy.

The school will consider guidance issued by the Department for Education. The school will monitor and deal with any drugs issues promptly and be proactive in trying to prevent any future drugs incidents. Students will receive drugs education as part of the PSHE programme and the school will also involve outside agencies such as drugs education charities.

Any student found to be involved in a drugs-related incident will be disciplined in accordance with the school's behaviour policy. The sanction is likely to include suspension from the school, or possibly permanent exclusion depending on the circumstances.

Bringing illegal drugs with the intention to distribute or sell will, except in exceptional circumstances, lead to permanent exclusion. Using illegal drugs on site will, except in exceptional circumstances, lead to exclusion which may be permanent. The school would look to the Police for advice in these instances, helping us to make a judgement on the circumstances of a case.

### Confiscation of drugs

Any drugs found will be confiscated by staff, who will then inform the Principal. These drugs will be disposed of in accordance with guidance issued by the Department for Education. Similarly, any drugs-related paraphernalia such as needles will be disposed of in a prudent manner. The school may carry out searches for drugs in accordance with this policy.

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

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## 5. Use of reasonable force and appropriate physical contact

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All interactions with students, including those where students are confrontational and aggressive, should be underpinned by the values that are outlined in this behaviour policy.

### Physical contact/restraint of students

Staff may only contact/restrain a student to prevent the student from:

- Injuring themselves or others.
- Causing damage to property.
- Committing a criminal offence.

There is no legal definition of “*reasonable force*”; it will always depend on the circumstances of the case. There are two relevant considerations:

- The use of force can be regarded as *reasonable* only if the circumstances of the particular incident warrant it. The use of any degree of force is unlawful if the particular circumstances do not warrant the use of physical force. Therefore physical force could not be justified to prevent a student from committing a trivial misdemeanour, or in a situation that clearly could be resolved without force.
- The degree of force employed must be in proportion to the circumstances of the incident and the seriousness of the behaviour or the consequences it is intended to prevent. Any force should always be the minimum needed to achieve the desired result.

Physical intervention can take several forms. It might involve staff in:

- physically interposing between students
- blocking a student’s path
- holding
- pushing
- pulling
- leading a student by the hand or arm
- shepherding a student by placing a hand in the centre of the back; or,
- using more restrictive holds e.g., standing behind the student and using both arms to hold her/him. (In extreme circumstances)

There are occasions when physical contact with a student may be proper or necessary. Some physical contact may be necessary to demonstrate exercises or techniques during PE lessons, sports coaching, or D & T, or if a member of staff has to give first aid. Students with special educational needs may need staff to provide physical prompts or help.

Touching may also be appropriate where a student is in distress and needs comforting. Staff will use their own professional judgement when they feel a student needs this kind of support. Staff must check if the student is happy for them to touch him/her. It is advised that this is not done when alone with a student.

Physical contact is appropriate to greet/praise students e.g. shaking hands or a pat on the shoulder to congratulate.

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## 6. Exclusions and Suspensions

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At Ernest Bevin Academy we believe that learning is the most important reason for being at school and that every child deserves disruption-free learning. We also believe that every member of the school community should be able to feel safe from any harm, threats or violence.

In order to support this ethos, it may be necessary to consider suspension or permanent exclusion of a students when all other strategies have been exhausted, as a consequence of behaviour which may threaten these core principles.

Our approach to exclusions can be found in our Exclusions Policy, found [here](#).

Integral to our approach to suspensions and exclusions, are the provisions and interventions we use to try and avoid them. These interventions and provisions are used to support students who are at risk of suspension or permanent exclusions.

### Bespoke, light-touch intervention for students to access:

- Pastoral Support Mentor
- School Counsellor
- Trained ELSA
- Mental Health 1<sup>st</sup> first-aiders
- 6<sup>th</sup> Form PEP
- Wellbeing ambassadors

### Strategic intervention and support from trained, experienced staff within bespoke, target-oriented programme:

- Daily report card to Tutors, to support a student in improving behaviour.
- Daily report card to Head of Year, to support a student in improving behaviour.
- Daily report card to Senior Leadership Team, to a support student in improving behaviour.
- Behaviour Support Plan
- Pupil Support Plan

### Specific provisions, designed to avoid suspension:

- Referral to Reflection Room
- Referral to short-term placement at another school
- Use of alternative timetable

### Respite placements for students at risk of Permanent Exclusions:

- Short-term placement at another school
- Short-term placement at alternative-education

Appendix 1:

## UNIFORM

Uniform Main items

BLAZER WITH LOGO      PREMIUM V-NECK JUMPER      BLACK TROUSERS

UNISEX SHIRT - WHITE

UNISEX SHIRT - WHITE SHORT SLEEVE

TIES - COLOUR BY YEAR

School Uniform Direct [www.SUD.co.uk](http://www.SUD.co.uk)

## P.E. UNIFORM

New P.E. Logo Update

LOGO DETAIL

P.E. TECHNICAL T SHIRT WITH LOGO      TRAINING PANTS WITH LOGO      1/4 ZIP WITH LOGO

School Uniform Direct [www.SUD.co.uk](http://www.SUD.co.uk)