



**George Eliot Academy**

The best in everyone™

Part of United Learning

# Behaviour Policy

REVIEWED BY: United Learning

DATE REVIEWED: Autumn 2023

DATE OF NEXT REVIEW: Autumn 2024

## George Eliot Academy

### Behaviour Policy

Date of last central office review:	Sept 2022	Review Period:	1 year (minimum)
Date of next central office review:	Autumn Term 2023	Owner:	Lucy Havard
Date of next academy level review:	July 2024 (Ready for September 2024 implementation)		
Type of policy:	United Learning Policy	Local Governing Body	Approves academy policy adheres to United Learning Policy

#### REVIEW TIMETABLE

The Policy will be reviewed annually, as set out below:	
Policy reviewed centrally	Academy's Committee: Annually – Autumn Term
Policy tailored by individual academy's	Autumn 2023
Academy policy ratified by Local Governing Bodies	
Implementation of Group Policy	

## George Eliot Academy behaviour policy

### 1. Expectations

The purpose of our Behaviour Policy is to ensure that all members of our community have knowledge of the behaviour system and follow it to bring about consistency of practice throughout the academy as we transition back fully from the COVID-19 outbreak.

It also ensures that all pupils understand what constitutes acceptable and unacceptable behaviour and that every pupil understands their choices and the consequences of their decisions. The policy also outlines the rewards that helps make the system effective as we recognise that rewards play as vital a role in the process of ensuring outstanding behaviour.

Our key purpose is to ensure the safety, well-being and success of all our pupils. In order to ensure success for all, we have in place a range of interventions to support pupils, develop positive relationships and refocus on learning. Poor conduct has consequences for learning and achievement, the safety and wellbeing of our community. High expectations of staff and pupils make a positive contribution in our aim of achieving the 'Being kind and aiming for excellence'.

Our policy is built around our STAR values of **Self-discipline, Tenacity, ambition** and **Responsibility** and is aimed at supporting our pupils to exhibit the values we look to develop in them, and to reflect when they have breached these values.

In applying this policy, the academy takes into account its duties under the Equality Act 2010 regarding relevant characteristics protected by that act, notably disability. It also takes into account the needs of pupils with special educational needs in line with the SEND Code of Practice 2015. The academy will also have regard to its safeguarding policy where appropriate.

### 2. Policy Implementation

All staff are to implement the academy policy consistently and fairly throughout the academy by setting the standards required to promote positive behaviour. All staff will be provided with a copy of this policy and the Senior Leadership Team of the academy will ensure all staff adhere to the behaviour policy and implement effective systems for keeping records of instances of behaviour that breaches our expectations.

### 3. Rewards

The academy uses rewards as a strategy to inspire, enthuse and motivate pupils to fulfil their potential. Our aim is for all lessons to be rewards led. The use of rewards should be used before sanctions in order to develop a positive ethos in the classroom and around the building.

Praise and rewards are linked to our STAR values and are given when effort is:

- Above the standard for that group
- Above the standard for that pupil
- Consistently good

All academy staff are able to use rewards such as merits via class charts, verbal praise, telephone calls to parents and the organisation of letters, texts, emails or postcards to parents and public celebration of success in forums such as the academy's academy bulletin and X account.

Specific rewards include:

### Principal awards

At the end of every term pupils are celebrated and rewarded.

Principal awards are achieved by demonstrating:

- Excellence in subject areas
- House champions
- Community work
- Work ethic
- Gratitude and kindness.
- 100% Attendance

### House Merits

Pupils are awarded **house merits** for displaying excellence in the below:

Effort	Excellent effort in lessons
Achievement	Excellent achievement in lessons
Conduct	Excellent conduct in academy
Homework	Excellent homework
Attendance	This will be awarded to those who have 100% attendance each term.
Club	Attendance at a lunchtime or Extracurricular club
Sporting Representation	Representing the academy in a sports team
Community	Representing the academy at academy events or showing community spirit
Revision	Attendance at a subject revision session
Star	Pupils showing STAR values
Gratitude	Pupils demonstrating gratitude

### Rewards shop

Pupils can use their House points in our online rewards shop on Class Charts to order from a wide range of rewards (stationery, sports equipment, etc.) which has been organised, based on pupils' suggestions.

The rewards shop is accessible via a QR code during tutor time. The shop is only open during specific weeks of each term to allow pupils to accumulate House merits

### GEA Games

Each year, pupils in all year groups compete in a range of competitions for the GEA Games Championship. The winning House is presented with the house Cup and enjoys a reward activity.

## Attendance Rewards

Pupils whose attendance meets or exceeds expectations relating to attendance are able to access a range of rewards including:

- Letters, texts and postcards home

## 4. Behaviour responsibilities

In order to develop pupils who are kind and aim for excellence through high expectations, hard work and respect for self and others we have high expectations in classrooms and in corridors. This includes the time spent journeying to and from the George Eliot Academy.

**Pupils** are responsible for:

- arriving on time for morning and afternoon academy and to all lessons during the day;
- wearing the correct uniform and follow the expected dress code;
- Removing all outdoor clothing when entering the building (coats, hats, gloves etc.);
- having the correct equipment for the day
- moving sensibly and quietly around buildings;
- following our entry and exit routines into buildings;
- behaving in a respectful, polite and courteous manner at all times;
- eating only at break and lunchtime and in permitted areas;
- drinking only water during lesson time and not drinking in corridors, at the teachers discretion;
- use of mobile phones for any reason on academy sites is prohibited, If a mobile phone is being used this will be confiscated;
- being responsible for ensuring that books taken home are returned on time and in good condition;
- Respecting the academy/academy environment, not littering or causing damage to the academy/academy sites.

Lesson Rules for Acceptable Behaviour:

All pupils are expected to follow the rules for acceptable behaviour during lessons including:

- arriving on time, properly equipped for the lesson and placing all required equipment on the table ready to start working;
- following instructions, the first time;
- following SLANT (sitting up straight, Listening, Answer all questions, Never interrupt, Track the teacher)
- speaking appropriately at all times;
- having self-respect, respect for others and respect for the staff;
- respecting other people's views and their property;
- staying focused on the learning in the lesson and completing an acceptable amount of work;

- following health and safety guidelines for all subjects;
- spending at least an hour each night on home learning or where this has not been set using this time for personal study or revision;
- completing every piece of work set to the very best of their ability;
- Trying their best, having pride in their learning and setting high goals for achievement.

### **Moving around the academy**

Calm and sensible movement around the academy and safe, polite behaviour is always essential. Pupils and staff are expected to observe the one-way systems in place around the academy site.

No food should be eaten when moving around the academy building.

In the case of a fire alarm sounding, all pupils must make their way in a calm and sensible manner to the fire assembly point before lining up in their tutor group and adopting silence.

### **Toilets**

Pupils have access to toilets before academy, at break time and lunchtime. Staff are able to use their discretion regarding polite requests to visit the toilets during lesson time but leaving a class for this purpose should always be viewed as an exception rather than a rule *unless* the pupil in question has a toilet pass confirming a medical condition or other individual need.

Pupils who are found to have damaged the toilets may be charged and will be sanctioned as they have not shown respect to our environment

### **Parents/Carers** are responsible for:

The role of parents/carer is crucial in helping academy develop and maintain good behaviour. Work co-operatively with the academy to answer any concerns or solve any problems which might affect your child's behaviour or progress.

- Communicate with staff in a polite and respectful way.
- See that the pupil attends the academy regularly, and avoid taking holidays in academy time.
- See that the pupil is on time to academy, in uniform and properly equipped to learn.
- Keep the academy informed of any concerns or problems which might affect the pupils work or behaviour.
- Accept the academy's policies and guidelines for behaviour.
- Ensure my child completes their homework and support other opportunities for engagement in home learning.
- Attend Parents' Evening and discussions about my child in order to work with the academy to ensure my child's progress.
- Accept and agree to abide by the academy policy on mobile phones.

## 5. Behaviour expectations

In 'Aiming for Excellence', we expect excellent behaviour from all our pupils at all times.

The role of our academy goes beyond simply preventing poor behaviour and maintaining good order, to systematically promoting positive relationships and good manners. The George Eliot Academy expects excellent behaviour from every pupil. Our aim is to promote excellent behaviour and to avoid the need for sanctions and suspensions. In everything we do we 'Be Kind and Aim for Excellence!'

This underpins our values of:

- Self-discipline
- Tenacity
- Ambition
- Responsibility

Excellent behaviour leads to positive and secure relationships which support:

- Teaching and learning
- Academic success
- Personal, social and moral development

If a pupil fails to adhere to the rules set out by the academy in the classroom during a period of teaching, then the process set out below will be followed. We do not allow pupils to disrupt the learning of others as we fundamentally believe that every pupil is entitled to disruption free lessons.

## Behaviour De Merits

Pupils who do not demonstrate our academy's values of aim for excellence through high expectations, hard work and respect for self and others, will be given a Demerit.

In class we operate a two warning system which is referred to as D1 (Move) and a D2 (Remove) within all lessons.

## De Merit System





### **D1 (Move)**

If a pupil disrupts the learning of the class this will be explained to them and they will be moved to a different seat in the classroom. The pupil will be reminded that a further disruption to the learning of the class will result in them being removed from the lesson.

If a pupil does not have the correct uniform or equipment for their school day they will be given a D1, this will not result in a D2.

### **D2 (Remove)**

If a pupil disrupts the learning of the class for a second time this will be explained to them. The Teacher will use the *Class Charts system* to notify a pastoral leader who will collect the pupil and escort them to be booked into the reflection room.

Pupils who are placed into the reflection room as a consequence of D2 (Remove) will:

- Remain there until the same period the following day
- Lose their break and lunchtime
- Remain there until 4pm for their timetabled day
- Work provided in Reflection will be in line with the curriculum for that subject.

### **D3 (Internal Exclusion)**

This is an alternative to avoid a suspension and is used as an area in which pupils are isolated from the rest of the academy for either being removed from lessons or for serious or persistent breaches of our expectations with regard to behaviour outside lesson times. We always try to minimise the time that pupils spend in Reflection room in terms of number of days.

Pupils are provided with a break time and lunchtime at the same time as the rest of the academy but they do not leave the room. Pupils are provided with work to complete in line with curriculum plans for their timetabled subjects and are expected to work in silence throughout the day.

Upon entering the Reflection room pupils are asked to hand over their mobile device before being seated in a designated seat.

Pupils are provided with lunch if they do not have this with them and have access to water throughout the day. Pupils are allowed access to a toilet when this is required.

The Reflection room is an open room with heating in place to ensure that the physical conditions are conducive to maintaining levels of comfort.

The reflection room is supervised throughout the day and any concerns about pupil behaviour whilst in reflection room are referred to the senior member of staff on duty.

### **D3 (Cluster suspension)**

This is an alternative to avoid a suspension and is used for serious or persistent breaches of our expectations with regard to behaviour outside lesson times.

Pupils placed on a cluster suspension will be provided with appropriate and meaningful curriculum work to complete from their usual academy

Pupils placed in internal suspension at another cluster academy will be required to abide by the behaviour procedures of the academy/academy in which they are placed. If a pupil misbehaves when serving an

internal suspension at another at another cluster academy or they fail their internal suspension report, this is likely to trigger a suspension

#### **D4 (External Suspension)**

A suspension is a very serious sanction and not taken lightly. The decision to suspend a pupil from the academy is made only by the Principal (or 'Acting' Principal if Principal is not available. The vice Principal is designated as 'Acting' in this instance). A pupil's parent/carer will be informed by telephone and by letter if their child is suspended. Letters will be sent electronically and by post.

The decision to suspend for either being removed from lessons or for serious or persistent breaches of our behaviour policy. Pupils are at risk of either a suspension or permanent exclusion if they:

- use physical/verbal aggression or bully other members of academy/academy or local communities;
- persistently ignore any aspect of the behaviour policy;
- act in a manner which endangers the health and safety of pupils;
- persistently disrupt teachers' teaching and pupils' learning;
- Act in a disrespectful manner towards staff;
- Damage the academy's property

The suspension of a pupil is a very serious matter. Each and every situation will always be thoroughly investigated, judged on its own merits and decided on the 'balance of probability' when all reasonable efforts have been made to ascertain the facts of the situation.

If a pupil is suspended for a period of more than 3 day, a member of the academy's welfare team will conduct 'safe and well' checks to ensure that our safeguarding duties are maintained. Parents/carers of pupils who are suspended for more than 3 day and who are in receipt of Free Academy Meals will be provided with vouchers for this use.

Whilst it is not a legal requirement to do so, the academy will always invite parents/carers to attend a reintegration meeting with a member of the pastoral or senior leadership teams, and sometimes a governor if appropriate, on return from any suspension.

#### **D5 (Permanent Exclusion)**

The exclusion of a pupil is a very serious sanction and not taken lightly. The decision to exclude a pupil from the academy is made only by the Principal (or 'Acting' Principal if Principal is not available. The vice principal is designated as 'Acting' in this instance). A pupil's parent/carer will be informed by telephone and by letter if their child is excluded. Letters will be sent electronically and by post.

Including the above behaviours identified, the following behaviour will normally be deemed so serious as to warrant exclusion being the considered as the most appropriate punishment, but are not limited to:

##### **Violence and physical assault:**

- against another pupil - fixed term / permanent exclusion;
- extreme or repeated act(s) against another pupil(s) - fixed term / permanent exclusion;
- violence against a member of staff - permanent exclusion;

- any act of physical aggression will result in exclusion; the advice is to walk away and seek help from a member of staff immediately.

Parents/carers are legally responsible for their child for the first 5 days of any exclusion and they must be at home during this period.

Please see the Exclusion Policy for full details and also DfE guidelines:

<https://www.gov.uk/government/publications/academy-exclusion>

### **Alternative provision**

To re-focus pupils and meet their educational needs they may be directed to attend an alternative provision setting. In this case they will be educated off-site for a period that will be reviewed at regular intervals. Alternative Provision will only be put in place if it is agreed that this is in the best interest of the child. The provider that the academy uses will always be DfE registered if the pupil is to attend for a greater time than 16 hours per week

### **Off-site direction**

Direction off-site is when the academy requires a pupil to attend another education setting to improve their behaviour. Where interventions or targeted support have not been successful in improving a pupil's behaviour, off-site direction should be used to arrange time-limited placements at alternative provision or another mainstream academy.

Parental consent is **not** required in order for an academy to direct a pupil off-site.

### **Banned items and searches**

#### **Banned items:**

- Mobile phones (To be turned off in bag)
- Ear phones (To be turned off in bag)
- Cigarette lighters, matches or other means of starting a fire
- Water pistols or any toy that resembles a weapon
- Chemical substances, other than controlled drugs, e.g. 'legal highs'
- Chewing gum
- Energy and fizzy drinks (e.g. Red Bull, Monster, and Relentless)
- Laser pens/pointers
- Sharp objects e.g. scissors
- Aerosol cans
- Correction fluid
- Nuts

\*We will also confiscate any item which is harmful or detrimental to academy discipline.

### **Mobile Phones**

Our pupils are not allowed to have their phone out at any time in the academy day. If a phone is seen or heard, then it is confiscated and retained in the academy office and the parent is called to collect it the next day.

If this reoccurs then the academy will look to put a safety plan in place where the pupil is to hand in their phone every morning and collect at the end of the day for the rest of the term.

### **Procedure:**

We operate a **'See it, Hear it, Lose it'** policy with regard to mobile phones.

This simply means that a mobile phone will be confiscated if it is seen or heard on the academy's grounds\*.

- This restriction is in place **at all times** while pupils are on the grounds of the academy; this includes when pupils arrive and leave at the end of the day. It is also in place after enrichment clubs have finished. Phones should be turned off (not just put on silence) and put away before pupils enter the academy gates and not turned on again until they have left the site.
- We recognise that some parents/carers, in the interests of their child's personal safety, may wish their child to have their mobile phone with them for their journey to and from the academy but must stress the importance of parents/carers clearly communicating that this must be turned off at all times on site.
- Mobile phones that are seen or heard will be confiscated and stored in a secure place at Reception and can only be collected by a parent/carer 24 hours after it has been confiscated.
- Pupils will be able to contact staff if there is an emergency and they require to speak with their parent/carer although we do not envisage this to be necessary. Whether or not a situation is an emergency can only be determined by a member of staff.
- We will ensure that any important messages are relayed to your child through the day if you leave a message at reception. However, please be aware that this facility should only be used for emergencies.
- Pupils who refuse to hand the phone over to a member of staff will be placed in the reflection room for the rest of the day. In these instances parents will be contacted by the relevant pastoral leader. Refusal to go into reflection room may result in a suspension.

\*Please note that if a member of staff does not physically see the phone then this can still be confiscated if they are sure the pupil has been using it i.e. text has been sent to parents.

### **Power to Search, Use of Reasonable Force and Confiscation**

Academies have the statutory power to undertake a search of a pupil or their possessions (without their consent) if there are reasonable grounds to believe that the pupil may be carrying a dangerous or banned substance or object, e.g. a weapon or illegal drug, or any other item which might pose a serious risk to the safety of that pupil and/or others.

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

This includes "any item banned by the academy rules which has been identified in the rules as an item which may be searched for."

The screening and searching advice details what should be done with items that have been confiscated during a search, including the circumstances under which the police should be involved, and when the use of force can be applied.

Only the Principal or a member of academy staff authorised by the Principal, can undertake the search of a pupil and there must be a witness (also a staff member). At the George Eliot academy the Principal gives authorisation to any members of the Pastoral team and senior leadership team to carry out searches.

The person carrying out the search should be the same sex as the pupil being searched as, ideally, should be the witness. There is a limited exception to this rule (where a search can be carried out on a pupil of the opposite sex and / or without a witness) only where the Principal or authorised member of staff reasonably believes that there is a risk that serious harm will be caused to the person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.

Any searches of a pupil's own person or of their possessions must be carried out with due consideration for the pupil's personal dignity, health and safety, the academy's Safeguarding policy and United Learning staff-pupil relations guidance. There may be rare instances where a child with a specific SEND diagnosis requires a different approach. For example, the academy 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. This would mean dealing with the situation in a different way, bespoke to the needs of the child.

Any such searches will 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 pupil with such a suspected item could pose risks to others (or to that pupil). It is hoped that in the great majority of instances, there will be no need for a search to be carried out.

### **Searches without Consent**

The following items are banned in academy and pupils may be searched for them without their consent and without the consent of their parents:

- 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 pupil).

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 other items that a academy has decided to ban under its behaviour policy.

Before a member of staff carries out a search without consent, the member of staff must reasonably suspect that the pupil has the prohibited item in his/her possession. Only staff members authorised by the Principal may carry out searches without consent. Any member of the Pastoral team and senior leadership team is authorised by the Principal at George Eliot Academy to conduct a search.

Academy 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 academy discipline. When deciding what to do with a prohibited item, the academy will act in line with statutory guidance issued by the Department for Education.

Please note - The academy will notify parents when a search has taken place regardless of whether items are found or not.

### **Searches with consent**

The academy may search pupils with their consent for any item. 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 to summon another member of staff.

### **Extent of search**

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, gloves and scarves. 'Possessions' means any goods over which the pupil has or appears to have control – this includes bags, lockers and desks. It is a condition of having a locker in academy that the pupil gives their consent to it being searched. Any formal complaints about searches should be made in accordance with the academy's Complaints Policy.

### **Confiscation of articles**

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

### **Disposal or retention of articles confiscated from pupils**

The academy will follow the Department for Education guidance 'Screening Searching and Confiscation – advice for head teachers, staff and governing bodies' (<https://www.gov.uk/government/publications/searching-screening-and-confiscation>) in deciding what to do with confiscated items).

## **4. Drugs and tobacco**

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

The academy takes into account guidance issued by the Department for Education. The academy 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 the academy will also involve outside agencies such as drugs education charities where applicable.

Any pupil found to be involved in a drugs-related incident will be disciplined in accordance with the academy's behaviour policy. The sanction is likely to be, except in exceptional circumstances, permanent exclusion from academy.

- Dealing with illegal drugs will, except in exceptional circumstances, lead to permanent exclusion.
- Using illegal drugs will, except in exceptional circumstances, lead to permanent exclusion.

This distinction between *dealing* and *using* is particularly important operationally. Sometimes, it will also be necessary to involve the police. The academy will discuss this and take advice as necessary.

## **Confiscation of drugs**

Any drugs found will be confiscated by staff who will dispose of them in accordance with guidance issued by the Department for Education. Drugs offences will always be reported to Police and any drugs handed over to the Police if requested. Similarly, any drugs-related paraphernalia such as needles will be disposed of in a prudent manner. The academy may carry out searches for drugs in accordance with this policy.

## **Parental involvement**

Usually the academy will inform parents/carers when their child has been found to be involved in drugs but where there are potential safeguarding issues the academy must act in the best interests of the child which may mean a decision not to inform parents.

## **5. 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 academy

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying will not be tolerated at the academy. We have a 'TELLING' ethos where every allegation of bullying will be investigated. We do not accept name calling or inappropriate language as 'banter'.

Please see our Anti-bullying Policy for full details.

## **6. Responding to behaviour**

### **Detentions**

Any member of staff can issue a detention. 24 hours' notice of a detention is no longer required. 'Academy's don't have to give parents notice of after academy detentions or tell them why a detention has been given' (<https://www.gov.uk/academydisciplineexclusions>).

Parental permission is also not required provided that staff have considered:

- The welfare of the child.
- Whether the child has caring responsibilities,
- Whether parents should be informed of the detention, any travel arrangements.
- Lunchtime detentions, staff should allow reasonable time for the pupil to eat, drink and use the toilet.

Inconvenience to the parents does not matter if the child has a means to get home safely

The permitted times for detentions are:

- Any academy day when the pupil does not have permission to be absent
- Weekends but not those at the beginning and end of half term holidays
- Teacher training days.

### **Supporting pupils following a sanction**

To ensure that they have consistency and a clear guidance of the behaviour system and the academy's expectations, interventions are used to support pupils following a sanction, please see examples below of interventions but are not limited to:

- Frequent and open engagement with parents, including home visits if deemed necessary;
- providing mentoring and coaching;
- short-term behaviour report cards or longer-term behaviour plans;
- pupil support units; and
- Engaging with local partners and agencies to address specific challenges such as poor anger management, a lack of resilience and difficulties with peer relationships and social skills.

### ***Malicious Allegations against staff***

These can be very damaging for a member of staff welfare and any such incident made against staff may involve a formal investigation. If an allegation is falsely made against a member of staff, then the pupil (s) will be sanctioned with an exclusion. The length of exclusion and whether this is internal, external or permanent will be treated on a case by case basis.

### **The power to discipline beyond the academy gate**

The George Eliot Academy has high standards of behaviour and expects good behaviour from every pupil. We expect parents/carers to fully support us in maintaining these high standards in academy and also in the community.

The range of the academy's Behaviour Policy extends to activities outside the academy day and off the academy premises. All pupils are expected to follow the rules for acceptable behaviour including:

- Pupils must act safely and appropriately on their route to/from academy and on the academy site at all times.
- All pupils who choose to travel to academy by bike, must obtain a bike permit, which includes wearing a helmet.
- All pupils must arrive on time, properly equipped for lessons.
- All pupils are to demonstrate our STAR values whilst in the community
- Taking part in any academy organised or academy related activity.
- Wearing academy uniform.
- In some other way identifiable as a pupil at the academy.

Even where the above conditions above do not apply, the Behaviour Policy can extend to any misbehaviour which could have repercussions for the orderly running of the academy, pose a threat to another pupil, or



member of the public, or could adversely affect the reputation of the academy. This will include any instances of cyberbullying or miss-use of social media.

### **Use of reasonable force**

The academy follows the Department of Education advice 'Use of Reasonable Force - advice for academy leaders, staff and governing bodies' (<https://www.gov.uk/government/publications/useof-reasonable-force-in-academys>).

Members of staff have the power to use reasonable force and the policy can provide that they may use reasonable force to prevent pupils from committing an offence, injuring themselves or others, to prevent damage to property and to maintain discipline.

Where the use of force, i.e. restrictive physical intervention has been used more than once with a particular child it starts to become a foreseeable risk and therefore requires planning to reduce the chances of it being used again. Where restrictive physical intervention has been used more than once with a particular child, the academy will put a risk assessment in place and share this with the parents/carers and relevant academy staff.

All members of staff will inform the Principal immediately after they have needed to restrain a pupil physically.

### **Serious Incidents that require investigation**

If there is an incident that requires an investigation, this should be overseen by the Vice Principal (Behaviour and Safeguarding) who may appoint another member of staff to act as the lead in relation to the investigation.

- Pupil (s) involved should be isolated immediately in the reflection room (or any other area that they can be isolated) and given the opportunity to write an initial statement. It must be made clear to them to state where it happened, when it happened, which individual were there and full details of what occurred. They are not to discuss the situation with anybody before completing statement.
- Phones should be taken from the pupils(s) and they are to be supervised whilst completing the statement. The member of staff who supervises this should sign the statement also. (The pupil may need support in the writing the statement).
- The pupil(s) will remain in the reflection room or other form of isolation until the investigation is complete.
- Any member of staff who were witness should email the member of staff overseeing the investigation with a full statement as soon as possible.
- Any pupil(s) who were witnesses should complete a statement whilst being supervised by a member of staff. It must be made clear for them to state where it happened, when it happened, who was there and full details of what occurred. They are not to discuss the situation with anybody before completing statement.
- The lead on the investigation will speak with the witnesses regarding the statements made to ensure that all relevant information is collected and then ensure that the statements are signed.
- The lead on the investigation will speak with the pupil(s) regarding the statements made to ensure that all relevant information is collected and then ensure that the statements are signed.
- The lead on the investigation will then discuss with Vice Principal the most appropriate sanctions to apply. Please note if a decision is made to either suspend or permanently exclude the child then this can only be decided by the Principal or 'Acting Principal' if the Principal is not available.
- Parent(s) will then be contacted to inform them of incident/outcome where appropriate. This should include any victim involved in incident.

## 7. Specific behaviour issues

### Use of social media

This policy applies to all forms of social media, to the use of social media for both academy purposes and personal use that may affect the academy, pupils or staff in any way.

Mis-use of social media includes (this is not an exhaustive list):

- Damaging the academy or its reputation, even indirectly.
- Use that may defame academy 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 academy's behalf.
- Using academy logos or trademarks.

A breach of the policy on the use of social media will result in a sanction.

In line with government guidance relating to the Prevent Duty, children must be kept safe from terrorist and extremist material and suitable filtering within academy is in place. Key words are picked up by our 'Smooth wall' software and usage is tracked and sanctions applied where applicable.

### Suspected Criminal Behaviour

Where criminal behaviour is suspected, academies should make an initial assessment of whether an incident should be reported to the police. They should gather only enough information to establish the facts of the case. These initial investigations should be fully documented, and academy should make every effort to preserve any relevant evidence.

Once a decision has been made to report the incident to police, the academy should ensure any further action they take does not interfere with any police action taken. However, the academy can retain the discretion to continue investigations and enforce their own sanctions so long as it does not conflict with police action. When making a report to the police, it will often be appropriate to make a tandem report to local children's social care.

### Child-on-child sexual violence and sexual harassment

All academies are required to follow the safeguarding principles set out in Keeping Children Safe In Education (KCSIE) especially Part 5.

All academies must be clear in every aspect of their culture that sexual violence and sexual harassment are never acceptable, will not be tolerated and that pupils whose behaviour falls below expectations will be sanctioned.

Academies must not treat sexually abusive language or behaviour as 'banter', an inevitable fact of life or an expected part of growing up. All staff should challenge all inappropriate language and behaviour between pupils.

Owner	Secondary and Primary Education Teams
United Learning Independent /Academies/Both	Academies
Reviewed	Autumn 2023
Date Authorised	
Review Date	

## Appendix A

### Individual Reasonable Adjustment to the Behaviour Policy

*This guidance is based on the Equality Act (2010), Children and Families Act (2014) and the DfE Behaviour in school Advice (2022).*

#### Rationale

The George Eliot academy is fully inclusive and recognises that additional needs, in some cases are classified as a disability. We want all pupils to have the best possible chance to reach their potential in our Academy. To ensure discrimination does not take place, specific policies and practice may need to be adjusted. Every pupil 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.

#### Example of the Graduated Approach to adjustments

**Stage 1** – Meeting with parents/carers, the pupil, Head of Year and the SENDCo to assess the need for adjustments, the nature of any adjustments and strategies to support the behaviour of the pupil, both in and outside of lessons. Triggers and barriers to learning will be discussed, which may result in further Intervention being put in place. The Senior Leader for Culture and Behaviour may be in attendance.

**Stage 2** – If adjustments and specific learning strategies are agreed, the SENDCo and Head of Year will create a specific Learning Plan for the pupil. This document communicates to all their teachers and support staff the key strategies that need to be implemented for the pupil to have every chance of success in the classroom, as well as any adjustments to the Behaviour Policy (examples are given in the table below). This plan will also be uploaded onto the pupil's electronic file, so all staff can identify the strategies and adjustments to the Behaviour Policy. If deemed necessary, the SENDCo and Head of Year may meet with all teachers to further outline the strategies and adjustments.

**Stage 3** – If deemed necessary, further external specialist advice may be sought to assess a pupil's need/s and further appropriate strategies and adjustments may be recommended. Examples of specialist advice can include: an Educational Psychologist, Speech and Language Therapist, Autism outreach worker, Behaviour specialist. This may occur if the pupil is not already involved with these professionals.

**Stage 4** - A regular review period will be set to evaluate the impact of support and the adjustments to the Behaviour Policy. This will range from 6- 12 weeks, dependent on the pupil. All stakeholders are invited to this meeting. If amendments are agreed, this will be updated in the Pupil's Learning Plan and shared with key staff.

#### Examples of specific supportive learning strategies

- Increased use of praise
- Time out card
- Attendance to homework club
- Seating Plan adjustment
- Short and repeated instructions

- Use of a visual checklist on pupil expectations
- Private notification of warnings
- Use of a fidget toy
- Chunked tasks

#### **Examples of adjustments to the Behaviour Policy**

- Pre-warning given
- Shorter length for homework detention
- Access to keyworker support in the Reflection room, when required
- Time out card in the reflection room
- Reflection room time does not roll over to the following day
- Restorative discussion with the teacher to take place immediately, rather than the end of the day

**Please note the above are examples; strategies and adjustments will be arranged on a personalized basis dependent on need.**

**If a pupil is in receipt of an Educational, Health Care Plan (EHCP), the learning strategies and adjustments will be written into the Plan at the next Annual Review meeting.**