

BEHAVIOUR POLICY

2023-2024

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Applicable To:	Ely College
Committee:	Academy Council
Approved By Academy Council On:	
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This Policy is a statutory requirement for all Meridian Trust schools.

Under The Education (Independent School Standards) (England) Regulations 2010 all academies and free schools are required to have in place a policy on behaviour and exclusions. The policy must promote good behaviour and set out the sanctions which will be applied in the event of pupil misbehaviour.

Annex C of the Master Funding Agreement also states that the schools must comply with the law and guidance on exclusions which applies to maintained schools (including the review/appeal process). CST suggest schools have a separate policy on exclusions which is drafted to dovetail with the behaviour policy (This can be located on our college website).

The below governmental policy and guidance is pertinent to all Meridian Trust Schools; and underpins the Behaviour and Exclusion policies at Ely College.

- *Behaviour and Discipline in Schools (Updated July 2015)*

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/463484/Behaviour_and_discipline_in_schools_guidance_for_governing_bodies.pdf

- *Behaviour in Schools: Advice for Headteachers and Schools (September 2022)*

[staffhttps://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101597/Behaviour_in_schools_guidance_sept_22.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101597/Behaviour_in_schools_guidance_sept_22.pdf)

- *'Exclusion from maintained schools, Academies and pupil referral units in England: A guide for those with legal responsibilities in relation to exclusion' (September 2012):*

<http://www.education.gov.uk/schools/pupilsupport/behaviour/exclusion/g00210521/statutory-guidance-regs-2012>

- *Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movements (May 2023)*

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1162401/Suspension_and_permanent_exclusion_guidance_May_2023.pdf

- *Creating a Culture: How School Leaders Can optimise behaviour (July 2017)*

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/602487/Tom_Bennett_Independent_Review_of_Behaviour_in_Schools.pdf

- *Preventing and Tackling Bullying: Guidance for Head teachers (July 2017)*

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1069688/Preventing_and_tackling_bullying_advice.pdf

The Academy Council is responsible for setting general principles that inform the Behaviour Policy. The Principal, Academy staff, parents and pupils must all be consulted when developing these principles and in the drafting of this policy.

1. Statement of Principle

Our Behaviour policy aims to ensure that all students are **'Known, Valued and Supported'** This vision is underpinned by an approach that aims to build therapeutic opportunities that support students to modify and develop their behaviours in line with college expectations. Our Therapeutic approach to behaviour prioritises the pro-social feelings of everyone within the dynamic.

We strive to promote a real sense of pride in all we do and recognise the value in a rewards focused approach. We challenge our students and staff to achieve their best, in order to prepare them for success in their future.

We seek to create a caring and nurturing learning environment in school by:

- Promoting learning through effective behaviour management at all times
- Giving praise and recognition of learners who demonstrate pro-social behaviours
- Ensuring all responses to positive and negative behaviour are fair, consistent and proportionate.
- Ensuring that un-social, anti-social, difficult, or dangerous behaviour is dealt with quickly and effectively.
- Encouraging a therapeutic approach across staff and a chance for students to rectify antisocial behaviours, supported through ensuring early intervention.
- Promoting positive relationships amongst all stakeholders within the college.

This is underpinned by our House System, which creates a strong team and community identity within the Academy.

2. Aims of the Policy

- Pro-social behaviour replaces anti-social behaviour through planned and sustained pro-social experiences.
- To ensure all learners and staff are treated fairly and equitably with positive relationships at the heart of all we do
- To manage and address behaviour that is difficult or dangerous within a therapeutic approach, thus helping students to prepare for life-long learning and the world of work
- To help learners take positive steps towards modifying poor behaviour, accepting responsibility and demonstrating a willingness to put things right
- To build a school community which celebrates and values kindness, care, good humour, empathy and mutual respect

Providing a safe environment free from disruption, violence, bullying and any form of harassment or intimidation

- To support school leaders in ensuring that correct and proportionate decisions are made when applying sanctions and rewards to student behaviour

3. Expectations & Roles & Responsibilities

3.1 Academy Councillors:

- Will establish, in consultation with the Principal, staff and parents/carers, a statement for the promotion of desired behaviour and keep it under review.

- Will ensure there is no differential application of the policy and procedures on any grounds, particularly ethnic, culture, religion, gender, disability or sexuality.
- Will support the school in maintaining high standards of desired behaviour of students and staff.
- Will support the Principal should it become necessary to update this policy to reflect emerging needs during the course of an academic year.

3.2 The Principal:

- Will be responsible for the implementation and day-to-day management of the policy and procedures working with the Senior Leadership Team.
- Will have overall responsibility for ensuring that the policy and procedures are followed, and consistently and fairly applied.
- Will have a responsibility, with the support of the Senior Leadership Team, for creating a high quality and safe learning environment, teaching positive behaviour for learning and implementing the agreed policy and procedures consistently and coherently.

3.3 All Staff:

- Are calm, clear and consistent, using positive language that reinforces Ely Expects
 - Model the attendance, punctuality and behaviour expected from students
- Will advocate for our learners, de-escalating the situation wherever possible
- Will use and keep seating plans up to date
 - Will ensure high levels of student accountability in lessons, promoting a culture of 'no opt out' monitor the attendance, work and behaviour of students and pass comments to parents;
- Will plan and deliver lessons that fulfil our commitment to The Ely Expects Framework; work expected from students is challenging and well suited to their skills and abilities
- Will take a register accurately and within a timely fashion at the start of the lesson, in line with their legal responsibilities
- Will reward good work and effort through our HOUSE point system
 - intervene promptly to challenge unexplained absence and misbehaviour;
- Will factually and accurately record behaviour points / events on SIMS/Edulink

take responsibility for developing their skills in managing behaviour so as to deal with incidents with increasing confidence and success.

3.4 Middle leaders:

Middle leaders are not expected to deal with behaviour in isolation. They will work collaboratively with colleagues to support, guide and show consistency to all learners.

Middle leaders will:

- Ensure they are always modelling The Ely Expects Framework
- Be a visible presence in Faculties/House areas to help maintain a calm, safe & vibrant learning environment
- Provide a schedule for Departmental / House Removals in the case of a student being removed from a lesson

- Support staff in returning students to lessons by sitting in on restoration meetings & supporting staff in student conversations where appropriate & needed
- Regularly celebrate staff and learners whose efforts meet & exceed Ely Expects expectations (e.g. praise/phone call/email home/ach points/I've been amazing cards)
- Ensure any staff training needs are identified and targeted
- Use achievement and behaviour data to target and assess interventions
- Role model high expectations in House and Department areas

3.5 Senior leaders:

Senior leaders are not expected to deal with behaviour in isolation. They will work collaboratively with colleagues to support, guide and show consistency to all learners.

- Meet and greet learners at the beginning of the day & welcome into the House areas
- Be a visible & supportive presence around the site, especially at break, lunch and transition times end of the school day
- Celebrate staff, leaders and learners whose efforts go above and beyond expectations
- Share good practice
- Support others in managing learners with more complex behaviour & learning needs
- Use achievement & behaviour data to target and intervene at a whole school level, to support reviewing and refining policy and practice
- Review & provide appropriate provision for learners
- Ensure any staff training needs are identified and targeted

3.6 Students:

As per The Ely PLEDGES Framework, students represent our ethos as a school community by demonstrating excellence in the following; Participation, Leadership, Excellence, Diversity, Giving, Environment & Service

Alongside a commitment to engaging in pro-social behaviours.

We use the language of The Pledges Framework & behaviour categorisation to praise and reward behaviours, as well as when giving sanctions for behaviour that falls short of our expectations.

Ely College – Student Expectations

The following core expectations are what we require all of our students to follow and model.

- **Be Punctual**
- **Be Smart**
- **Be Ready to Learn**
- **Behave Positively**
- **Be Your Best**
- **Do Your Homework**
- **Show Respect to Others**

Be Punctual

- Regular Attendance
- On Time every morning
- On time for every lesson

Be Smart

- Wear full school uniform
- Wear PE kit In line with policy
- Look smart at all times
- Wear your uniform to and from school

Be Ready to Learn

- Books
- PE kit
- Pens, Pencil, Rubber, Ruler
- Calculator
- No mobile phone in lessons unless at the request of a member of staff
- Food only to be consumed in dining areas and designated outside spaces
- Drink (Water) allowed in lesson at the discretion of the teacher.

Behave Positively

- Sit where directed
- Follow instructions without argument
- Be silent when asked
- Do not distract other students

Be Your Best

- Active Listening
- Focus on tasks set in class
- Work at a good pace
- Produce high quality work
- Take pride in your achievements
- Present your work effectively

Do Your Homework

- Utilise 'Teams' & Edulink
- Complete homework to an Appropriate standard

- Submit homework on time
- Share homework with parents

Show Respect to Others

- Use appropriate language at all times
- Show positive behaviour towards others at all times
- Move around the buildings in a calm and courteous manner
- Respect the school environment
- Tell a member of staff if you or someone else is unhappy
- Keep to the left in corridors

3.7 Parents & Carers:

The home/school partnership agreement states that parents/carers will:

- Ensure their child arrives on time, attends regularly and in accordance with the uniform expectations
- Offer support to the college in addressing poor behaviour and preventing repetition (e.g. by attending scheduled meetings/engaging in phone conversations)
- Monitor their child's work, behaviour and progress (using Edulink/attending parent evenings)
- Take responsibility for overseeing their child's personal development and attend consultation meetings if necessary
- Ensure their child is ready to learn and has the right equipment to be successful
- Celebrate their child's success and share this with the school

We expect that every member of the school community will act with courtesy, consideration and tolerance for others at all times, always acting in a socially responsible manner. With the support of teachers and parents/carers, we encourage our students to be role models, for themselves and for others.

This means that everyone should:

- Act according to the stated aims and vision of the school and the Meridian Trust
- Always try to understand the point of view of other people
- Move sensibly and calmly around the school
- Speak politely, calmly and appropriately to others
- Keep the school environment clean and tidy.

We will not tolerate at any time:

- Inappropriate language or swearing
- Violent conduct towards others
- Refusal to follow instructions and defiance
- Racism, sexism, homophobia or any other form of prejudice

- Bullying behaviour
- Difficult behaviours
- Dangerous behaviours

4. Recognising & Rewarding Prosocial Behaviour

Pro-social behaviours are those; “Relating to behaviour which is positive, helpful, and values social acceptance”

Examples of these prosocial behaviours include, but are not limited to;

Pro-Social Behaviours- We strive to demonstrate these behaviours on a regular basis.		
Engaging in activities across school i.e class or session 6	Demonstrating a pride in what they do.	Attempting to show their very best self.
Showing a commitment to learning or other in school activities	Being encouraging of others.	Ensuring a safe approach to school activities
Demonstrating tolerance and showing respect for all.	Showing respect to the learning environment and wider college facilities.	Being enthusiastic in their learning and wider school activities.
Supporting others	Being determined and resilient in their approach to college life.	Being motivated to engage with the wider opportunities available within college i.e session 6 or interhouse.
Being inquisitive in their approach to learning, seeking opportunities to develop understanding	Demonstrating Kindness to all of the college community.	Including others in their activities & communications

Where Prosocial behaviours are demonstrated the following approaches should be implemented by staff;

- Verbal praise i.e “well done on completing that task so well”, “It is excellent to see you representing your house this evening” or “Thank you for picking up that piece of litter”.
- Written comment, e.g. on work / display of work “You have given an excellent explanation of photosynthesis”
- Telephone call, electronic praise postcard or letter sent to parents
- Awarding of PLEDGES (Where appropriate) / ‘HOUSE’ point(s)

Rewards provide public recognition of student achievement and progress, and help to raise students’ motivation and expectations.

4.1 Other Celebrations

- ‘Student of the week’ will be celebrated each week through the House ‘Reward Board’ in each House. This will be selected by the House Senior Tutor based on nomination from students or staff within the house on a weekly basis. A “Prize will be received by the winner i.e “Jump the Dinner Que” and all nominations will receive 5 House points.
- Termly Celebration assemblies these will be led by senior tutors but capture the success of students across three areas;
 - PLEDGES achievement in the House, GOLD, SILVER and BRONZE (At the point of achievement these students receive a certificate to acknowledge their endeavours, gold is award by the Principal). (These are tracked and Recorded on SIMS)

- HOUSE AWARDS, these include Tutee or the term (x12 selected by each form), Contribution to the House KS3/KS4 (Senior Tutor selected), House Support (Selected by SSA), Tutor Group of the Term (Based on Total House Points) and overall house contribution (These are tracked and recorded on SIMS).
- SUBJECT AWARDS, across all year groups 3 awards are given out within each subject for Attainment, Progress and Effort (These are tracked and Recorded on SIMS).
- Super League; Fosters house spirt and culminates with sports day activities. There are currently 28 events that make up the super league alongside house standings in attendance, PLEDGES and House Points on a half termly basis. The Super league standings are reported weekly to all staff and shown across the screens within the college.
- Inter-house competitions will run during registration time once per week. These initiatives will be organised by each House either through the tutor groups or the Departments. There will be a new House competition each half term.
- End of Year Celebration event; an annal event will be held to recognise a range of subject and school wide successes with students receiving book tokens in recognition of their contribution / prosocial approach to college.

5. Supporting All Learners

Un-social Behaviour: Not enjoying or needing to behave sociably in the company of others, but not to the detriment of others. This includes quiet communication of anti-social feelings, an example of this could be refusal to complete a given task or becoming verbally or visibly “angry” with a peer as part of a disagreement. Un-social behaviour is often a result of anti-social feeling so minimising these through relationships and actions of staff is essential.

Anti-social feelings – what we are trying to avoid students, staff and parents feeling

Angry	Sad	Alone
Worried	Lonely	Misunderstood
Cautious	Anxious	Embattled
Shamed	Blamed	Criticised
Hopeless	Scared	Withdrawn
Depressed	Fearful	Panicked
Naughty	Hurt	Ashamed
Reluctant	Judged	Powerless
Hopeless	Useless	Humiliated
Defiant	Tearful	Aggressive
Excluded	Unsure	Frustrated

Where these unsocial behaviours occur, staff should look to advocate for learners, de-escalating the situation.

This could include utilising the following strategies prior to enforcing the behaviour points and a sanction focused approach (As outlined in the section of the policy covering Antisocial behaviours / Dangerous Behaviours):

- Active Listening. Acknowledge the opinion of the other person and their feelings towards the situation (e.g. I understand why that would be frustrating). Communicate openly to help them see that you are on their side. This will help you work together towards a solution instead of fighting against each other.
- Deflection Technique;
 - “I appreciate that...but...”
 - “I’m sorry you feel that way...but...”
 - “I understand...but...”

- “That may be true...however...”

- Offer Positive Choices. Instead of telling a student what to do, or trying to force them to behave in a certain way, try giving them a few different options to choose from. This will prevent the student from feeling powerless or unheard and help direct them towards displaying desirable classroom behaviour.

5.1 Intervention and Support

As a college we recognise that behaviour can occur as a result of trauma or other factors that require additional support. The college will therefore utilise a wide range of appropriate support mechanisms and intervention plans to support the needs of the individual. This support is offered through our House system, curriculum areas and Inclusion Teams. Parents will be kept fully informed of any additional support provided to their children.

Examples of such interventions include, but are not limited to:

- Support from the College Attendance and Family Support Officer, Locality Support or Mentoring
- Reports; examples include but not exhaustive – Tutor, Senior Tutor, Departmental, Senior Leadership Team, & Behaviour Team
- Personalised Timetable / Curriculum Changes / Alternative Curriculum groups
- Targeted Work Placements – (up to 3 days a week)
- Internal Pupil Referral System – Behaviour Room and internal Appropriate Provision
- Early Help Assessment, MHST referrals
- Liaison with LA Education Inclusion Officer, (Pupil Referral Unit/Managed Move / appropriate provision)
- PSP

In addition, external support will be sourced from a range of sources, again dependent on the need of the individual. Examples of external support are:

- CAMHS – Child and Adolescent Mental Health Services
- CIAG; referral through to locality team
- Police
- Social Services
- Pupil Referral Service
- Counselling Services
- GP

6. Sanctions & Interventions; Un-social, Difficult Behaviour & Dangerous Behaviour

Anti-social Behaviour: Behaviour that causes harm to an individual, a group, to the community or to the environment.

Difficult behaviour: That which is anti-social, but not dangerous. Difficult behaviour should be acknowledged in terms of context: ‘Daniel continually shouting out is difficult within a group teaching activity’

Dangerous behaviour: That which is anti-social and will predictably result in imminent injury or harm. This includes harm to self or others, damage to property or behaviour that would be considered criminal if the person was the age of criminal responsibility, such as racist abuse. An example of this could be ‘three children required first aid for minor bruising as a result of Jane’s kicking’.

The use of sanctions should be underpinned by the following principles:

- It must be clear to the student why the sanction has been applied.
- Sanctions will be applied for difficult or dangerous behaviour
- It must be made clear to the student what changes in behaviour are required to avoid future consequences and sanctions, enabling them to put their anti-social behaviour right
- All sanctions must be used consistently and equitably.
- Staff discretion is required which will recognise the age, maturity and need of students and the circumstances of each incident as it occurs.
- Discipline in the classroom is the direct responsibility of the Subject Teacher and the Curriculum Leads in the first instance. Discipline outside the classroom is the direct responsibility of all staff, working in liaison with the appropriate Tutor and the Senior Tutor.

**Please refer to the Staff Managing Behaviour Handbook for a guide to individual event sanctions*

Below are examples of sanctions used by the College:

Sanctioning Approach	Type of behaviour demonstrated	Issued by / Recorded
Issuing of Behaviour Point (Accumulation leads to ACD)	Difficult Behaviour In class or during non contact times	Member of staff (Record on SIMS / Edulink)
Temporary reseating to a different location within the classroom.	Difficult behaviour	Member of staff (Not recorded)
Improving work of an unacceptable standard;	Difficult behaviour	Member of staff (Not recorded)
Temporary removal from the classroom / diner hall etc. (be it for part, a whole or a number of lessons); (Removal from lesson results in break time detention).	Persistent Difficult Behaviour: where de-escalation / redirection / BHP has not resulted in modification of behaviour. Antisocial Behaviour	Member of Staff (Recorded on SIMS / Edulink)
Loss of break or lunchtime through detention;	Antisocial behaviour	Senior Tutor, SSA or Behaviour Team (Recorded as other on SIMS)
After college detention	Antisocial behaviour	Senior Tutor, SSA or Behaviour Team (Recorded as other on SIMS)
Meeting between tutor/Senior Tutor/SLT and parents	Persistent Difficult Behaviour: where de-escalation / redirection / BHP has not resulted in modification of behaviour. Antisocial Behaviour Dangerous Behaviour	Graduated response required on severity.

Community “payback” within the school	Antisocial behaviour, Dangerous behaviour	Senior Tutor / Behaviour Team
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6.1 Detentions

The college has a legal right to detain learners after the school day. Although no longer legally required, we believe giving parents a day’s notice remains good practice. Legally, parents do not need to give their consent and do not have the right to withdraw their child from after school detentions.

After College Detention (ACD) may be implemented directly as a result of Dangerous or Difficult behaviour at the discretion of the House Team and Behaviour Team. After college detentions will also be administered because of the accumulation of behaviour points, timeframes are outlined below (Thursday to Thursday; reporting via SIMS).

POINTS	SANCTION
5	After College Detention 15:50
6-9	After College Detention 16:00
10+	After College Detention 16:15
15+	2 X ACD
	Consecutive Days

In addition to ACD students may lose their breaks because of difficult or dangerous behaviour at the discretion of the House and Behaviour Teams, but always when a removal from lesson has been utilised.

Students who fail to attend Break detentions are automatically placed into an a Second Detention, missing these will result in a ACD. Failure to Attend the ACD will result in escalation of intervention in line with our protocols.

7. Fixed Term Suspension & Exclusion: Dangerous or escalated difficult behaviours (Serious Offence)

Where the behaviour of a student is dangerous or persistently / escalated difficult and therefore impacts on the Principal’s ability to maintain good order within the College, there is a recognition that an escalation in response may be required.

Dangerous behaviours include:

- Theft;
- Vandalism;
- Premeditated or disproportionate violence towards another;
- Possession of a weapon (permanent exclusion)
- Behaviour that endangers the safety of others
- Persistent bullying
- Foul and abusive language directed at staff
 - Smoking/vaping on the school site.
 - Possession, supply or use of a banned substance (permanent exclusion)

- Use of discriminatory language / actions linked to an individual's protected characteristics

Escalated difficult behaviours include:

- Persistent repetition of difficult behaviour over a concerted period of time
- Challenging the authority of the college
- Acting in a manner which causes damage to the college and its pupils' reputation

7.1 The process following the reporting of a serious offence:

- Gathering of evidence – statements taken from those involved (staff, students and others as relevant. Statements are also collected from witnesses as appropriate)
- Evidence collected reviewed by Senior Leader/Lead Behaviour Professional/Senior Tutor/Curriculum Leader as appropriate. A course of action is recommended and discussed with the Principal.
- Final decision made by the Principal.

7.2 The penalties for committing a serious offence may include:

Internal Isolation from lessons for a temporary period

- Arrive at 8.30am and remain until 3.00pm
- Students are supervised by a member of staff within the Internal Isolation.
- They are expected to work in silence, completing all work set.
- Inappropriate behaviour whilst in Internal Isolation may result in further time in Internal Isolation, referral to and/or external fixed-term or permanent exclusion.
- The length of time the student spends in Internal Isolation will depend on the severity of the behaviour and their behavioural history.

Alternative provision

- The Alternative provision provides provision for students whose behaviour is persistently difficult or dangerous.
- Students attend school between the times of 8.30am and 3.00pm (Adjustments to the School day may be made to reflect the needs of the student; recorded in PSP or IAEP where appropriate).
- Students can be referred to work in the Bespoke Provision for a fixed-term period with defined objectives
- Students will be expected to complete all work set and to work to meet targets set at the start of the process.
- Students will not access the main school site or lessons. Unless this is central part to their successful reintegration back into mainstream lessons
- Students who are working with external alternative curriculum providers such as CRC (Futures Programme) will utilise BP to allow for the modification of their curriculum needs.

Fixed-Term Suspension

The college will follow government guidance on exclusions, unless there is good reason to depart from it. The school aims to operate within the principles of fairness and natural justice.

- The decision to exclude a student for a fixed period of time is taken by the Principal following a serious offence or persistent misbehaviour.
- The length of the exclusion will depend on the stage/severity of the offence and the student's behavioural history.
- The school will provide appropriate work for the student during the period of suspension. The work should be returned and will be marked by the relevant staff.
- The school will inform the Local Authority & EIO of any fixed-term exclusion.
- All students excluded for a fixed term will be re-admitted only following a meeting preferably between the parents and the appropriate member of school staff. The process for this is shown in the table below:

Suspension Number	Member of Staff	Possible Interventions
1	Senior Tutor	External Agencies/Mentoring/Reports/Curriculum Changes
2	Senior Tutor/Assistant Principal	As above plus Behaviour Plan/Alternative Curriculum Group, EIO Education inclusion officer
3	AP or VP Behaviour/Senior Tutor	As above plus CAF/IPRU consideration/AC mentoring/Targeted Work Placement

The Days or period(s) used in a fixed term suspension are subject to review and the evidence provided.

Permanent Exclusion

Permanent Exclusion may be necessary as a means of maintaining high standards of behaviour and discipline within the college.

We feel that it is important to uphold the principles of natural justice.

- the right to present a case (the defence)
- the right to be represented and
- the right of appeal.

Our permanent exclusion procedures are as follows – the procedures will be co-ordinated by the Lead Behaviour Professional:-

- Parents are phoned and informed of the decision
- Information provided to LA and BAIP (Behaviour Area Inclusion Partnership) to enable early intervention with family
- Letter home within 24 hours giving parents the opportunity to discuss
- Permanent Exclusion Report compiled. Copies to parents, Chair of Disciplinary Hearing Committee, Local Authority (to support potential re-provision of education) and Academy Council Representatives.
- Permanent exclusion hearing within 15 school days of decision with notification to Chair of Disciplinary Hearing Committee, Local Authority and Academy Council/Trust representatives, student, parents (and parent representative if requested), and relevant Academy staff.
- Academy Council make decision to uphold or reinstate the permanent exclusion.

VII. Parents given 15 school days from the date of the Disciplinary Hearing Committee meeting in which to lodge an Independent Appeal

VIII. The Hearing outcome and any appeal outcome must be copied to the Chair of the Academy Council, the parents and the Local Authority.

Parents have the right to make representations to the Academy Council about an exclusion and the Academy Council must review the exclusion decision in certain circumstances, which includes all permanent exclusions. Where an Academy Council upholds a permanent exclusion parents have the right to request that an independent review panel reviews this decision.

Please refer to Academy's Exclusions Policy for further details on exclusions, including the Academy's approach, procedures, and reviews.

8. Bullying

The academy councillors and staff believe that all pupils at Ely College are entitled to receive their education free from humiliation, intimidation, oppression and abuse. It is the responsibility of all adults in the school to ensure that this takes place. Bullying can include:

Verbal	name-calling, sarcasm, spreading rumours, teasing
Emotional	being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
Physical	pushing, kicking, hitting, punching or any use of violence
Racist	racial taunts, graffiti, gestures
Sexual	unwanted physical contact or sexually abusive comments
Homophobic	because of, or focussing on the issue of sexuality
Cyber	All areas of internet such as email and internet chat room misuse. Mobile threats by text messaging and ca Misuse of associated technology, i.e. camera and vide facilities

Each student is expected to agree and sign the "Ely College Anti Bullying PLEDGE"; this encourages each student to be considerate and to help them understand their role in developing healthy relationships. Students who are found to be bullying others will be dealt with in accordance to the severity of each individual case. Incidents linked to any protected characteristics will be recorded via the PRfE reporting system managed and reviewed by the safeguarding team. Students who persistently bully others will be dealt with as outlined within this policy (serious offences); Letter or suspension.

9. Protected Characteristics & Discrimination

The college has a duty to promote effective relations across all students within the college community including Race, Gender & Sexuality and will deal appropriately with incidents that undermine these values All forms of discrimination are dealt with as part of the school's curriculum and the application of sanctions for discriminatory behaviours is seen at an integral part of the school's duty to educate young people.

Incidents involving protected characteristics and discrimination will be recorded via PRfE through house teams and sanctioned in accordance with our definition of difficult or dangerous behaviours depending on the judgment of the staff investigating.

10. Behaviour outside Ely Colleges Premises

Ely College & Bishop Laney 6th Form aims to maintain discipline in accordance with Department for Education guidelines:

Staff have a statutory power to discipline students for misbehaving outside of the school premises, in line with our 'loco parentis' responsibilities.

We define outside of the premises as:

- Taking part in any college organised or college related activity
- Travelling to or from school
- When wearing school uniform
- In some other way identifiable as a student at the school
- Misbehaviour that could have repercussions for the orderly running of the college
- Misbehaviour that poses a threat to another pupil or member of the public
- Behaviour that could adversely affect the reputation of the college

11. Searching Students

In Jan 2018 the DfE Updated a document entitled, 'Searching, Screening and Confiscation: advice for schools'. In line with this document, school staff can search students with their consent for any item which is banned by the school.

The Principal, members of the Senior Leadership Team, Senior Tutors and the Lead Behaviour Professional have the power to search students or their possessions, without consent, where they suspect the pupil has a prohibited item.

Prohibited items include:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and other related smoking items
- Fireworks
- Pornographic, offensive imagery
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to school property

Senior Staff and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for: Including but not limited to the examples listed below;

- Vapes and associated paraphernalia

For further details on the powers available to the school see the DfE guidance document.

12. Confiscation of Property

College staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider to be harmful or detrimental to school discipline.

Mobile technologies such as phones, iPods and MP3 players are not permitted to be used within the classroom unless they are being used for educational purposes.

Piercings, hoodies, baseball caps and trainers are examples of things not permitted to be worn by the students around the site (Please see details outlined in our uniform policy). Students who get caught using or wearing such items may have the item confiscated following the guidelines below:

- Parents will be able to collect the item at the end of the school day (Notification will be given by the house team or behaviour team where appropriate).
- Confiscated items will be stored in the relevant House or behaviour office. All items will be stored in a sealed envelope with the details of the item recorded on the envelope.

13. Use of Reasonable Force

All college staff have the power to use reasonable force to prevent students committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

In the event of such action being taken the DP will be informed and a suitably qualified member of staff will conduct a physical check of the pupil. This will be dated and any evidence will be recorded.

14. Malicious allegations against staff

Where a pupil makes an accusation against a member of staff and the accusation is shown to have been deliberately invented or malicious, the Principal will consider whether to take disciplinary action in accordance with this policy. Where such an allegation is made, appropriate support will be provided to the member of staff(s) affected.

15. Complaints and Appeals

If a parent is unhappy with the way a behaviour management or disciplinary situation has been dealt with they may address their concerns to the Principal.

Parents whose concerns are unresolved have recourse to the school's formal complaints procedure.

16. Monitoring, Evaluation and Review

The policy will be promoted and published throughout the Academy. The Academy Council, will review this policy bi-annually at minimum, and assess its implementation and effectiveness and make improvements as required. ('Behaviour' is a standing item for review and discussion at each meeting).

Key Performance Indicators will be used to monitor the effectiveness of the policy. Example indicators are as follows; these will be published at relevant meetings of the Academy Council:

- Number of Permanent Exclusions & Number of Fixed-Term Exclusions
- Number of Internal Isolations
- Number of After School Detentions issued
- Number of removals from lessons
- Results of staff, parent and student questionnaires
- Number of achievement reward points issued
- instances of bullying and action taken.

Prior to any review of the policy, feedback will be sought from the student council, pupils, staff and parents on the effectiveness of the Policy.

Appendix 1

Behaviour plan for students

Stage 1. MANAGED BY TEACHER IN THE LESSON

Behaviour Points (BP): difficult behaviours / persistent un-social behaviour – Staff to issue a ‘Disruptive Behaviour point’ (Points are recorded on SIMS by teaching staff).

* A teacher does not need to give an explicit ‘warning’ prior to issuing a Behaviour Point (Although where behaviour is un-social an attempt at de-escalation / redirection should be made). The student will be informed by the class teacher that they have received a Behaviour Point *(They should also identify with the student how to avoid further sanction / consequence)*.

POINTS	SANCTION
5	After College Detention 15:50
6-9	After College Detention 16:00
10+	After College Detention 16:15
15+	2 x ACD
	Consecutive Nights

Behaviour points are monitored Friday – Thursday for the accumulative purpose of ACD (Points will be monitored on SIMS by SSA, Senior Tutor and Behaviour Teams)



Stage 2. REMOVAL FROM LESSON (Two Approaches)

House removal: Disruption to class learning (Persistent difficult behaviour), students are removed and supervised within another lesson that has been agreed or placed within the House (Following a House shadow timetable and recorded in SIMS by the teacher). **x 1 break detention**

SLT/Behaviour team removal: Staff use the ‘Alert button’ for serious behaviour concern (Persistent difficult behaviour / dangerous behaviours), students taken to the Behaviour Room for remainder of lesson or the full day. They will receive **x2 break detentions**. (Recorded on SIMS by the class teacher)



Stage 3. CONTINUED DISRUPTIVE BEHAVIOUR/SERIOUS INCIDENTS

Repeated Removal: If a student receives three or more removals over a period of 5 consecutive days they will attend the Behaviour room. If a student receives 3 or more break 2 detentions, they will be expected to attend an After college detention.

Alternative provision may be considered and this will be dependent upon the factors attached to the student. This is five successful days out of all lessons, where students need to demonstrate effective learning behaviour and that they have reflected on the reasons, for their removal from circulation.

Dangerous behaviour: Serious incidents: A serious single infringement such as violent behaviour or bullying may lead immediately to Stage 3, and either access to the 'Alternative provision' or a fixed term suspension.



Stage 4. FAILURE TO RESPOND/ENGAGE WITH REINTEGRATION/ REPEATED SERIOUS INCIDENTS

Unsuccessful Bespoke provision: A possible increase, of successful days required in the reintegration programme. A behaviour plan is initiated/ PSP.



Stage 5.

Alternative provision/ Exclusion