

BEHAVIOUR POLICY 2025-2026
Ely College

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| Applicable To: | Ely College |
| Committee: | Academy Council |
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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 & 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

BEHAVIOUR POLICY 2025-2026

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 respectful relationships that support students to modify and develop their behaviours in line with college expectations. Our approach to behaviour prioritises the **valued** behaviours 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 valued behaviours
- Ensuring all responses to valued and detrimental behaviour are fair, consistent and proportionate.
- Ensuring that un-helpful, disruptive, or dangerous behaviour is dealt with quickly and effectively.
- Encouraging a therapeutic approach across staff and a chance for students to rectify detrimental 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

- valued behaviour replaces detrimental 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 detrimental 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 detrimental 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 valued 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.

BEHAVIOUR POLICY 2025-2026

- Will support the school in maintaining high standards of valued 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 valued 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 valued 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 reward good work and effort through our HOUSE point system, with the expectation that all staff average 3 House points a lesson
- Intervene promptly to challenge unexplained absence and detrimental behaviour;
- Will factually and accurately record behaviour points / events on Bromcom
- 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 departmental areas to help maintain a calm, safe & vibrant learning environment
- Monitor behaviour incidents & removals in the case of a student being removed from a lesson with a view to identifying patterns and targeting support of staff or students.
- 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/house points/school awards)
- Ensure any staff training needs are identified and targeted
- Use achievement and behaviour data to target and assess interventions

BEHAVIOUR POLICY 2025-2026

- 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 valued 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.

BEHAVIOUR POLICY 2025-2026**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 (95%+)
- On Time every morning
- On time for every lesson

Be Smart

- Wear full school uniform: Always look smart
- Wear PE kit In line with policy
- Ensure appearance is inline with uniform guidance.

Be Ready to Learn

- Carry your Books
- PE kit prepared and ready for lesson
- Pens, Pencil, Rubber, Ruler
- Calculator, compass & protractor

Behave Positively

- Follow the outlined seating plan for the lesson
- Follow instructions without argument
- Be silent when asked
- Do not distract or disrupt other students

Be Your Best

- Active Listening
- Focus on tasks set in class
- Work at a good pace

BEHAVIOUR POLICY 2025-2026

- Present your work effectively, produce high quality work
- Take pride in your achievements

Do Your Homework

- Utilise 'Teams' & Bromcom
- Complete homework to a good standard
- Submit homework on time
- Share homework with parents

Show Respect to Others

- Use appropriate language at all times
- Show valued 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

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 detrimental behaviour and preventing repetition (e.g. by attending scheduled meetings/engaging in phone conversations)
- Monitor their child's work, behaviour and progress (using MCAS App /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.

BEHAVIOUR POLICY 2025-2026

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
- Detrimental behaviours
- Dangerous behaviours

4. Recognising & Rewarding Helpful Behaviour

Valued behaviours are those; “creates helpful feelings in self and others”.

| Valued 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 valued 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.

BEHAVIOUR POLICY 2025-2026

4.1 Other Celebrations

- 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 Bromcom)
 - 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 Bromcom).
 - 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 Bromcom).
 - Super League; Fosters house spirit and culminates with sports day activities. There are currently 48 events that make up the super league alongside house standings in 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 half term. 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 annual event will be held to recognise a range of subject and school wide successes with students receiving book tokens in recognition of their contribution / pro-social approach to college.

5. Supporting All Learners

Detrimental Behaviour: “Creates un-helpful feelings in self and others. It typically causes harm to an individual, the community or to the environment. These behaviours are also likely to cause injury, harassment, alarm or distress and ultimately violate the rights of others”.

| Unhelpful 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 detrimental 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 Detrimental 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.

BEHAVIOUR POLICY 2025-2026

- 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 2 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

BEHAVIOUR POLICY 2025-2026

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

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

Difficult behaviour: That which is detrimental, 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 detrimental 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.

BEHAVIOUR POLICY 2025-2026

| Reward | Examples of when a reward might be given | Further Information |
|--|---|---|
| House point | <ul style="list-style-type: none"> • Excellent work in the classroom • Excellent contribution to lesson • Excellent homework • Excellent effort • Excellent outcomes • Demonstrating the vision and values of college | Students with 50, 150, 250 and 500 House points are recognised with a certificate each term across the academic year. |
| Homework Completed | Recorded on Bromcom, wherever homework is set by teacher and completed to the expected standard. | This will automatically result in the awarding of 1 House point. |
| Subject Award | 3 awards are given each term per subject, per year: <ul style="list-style-type: none"> - Academic Achievement - Academic Progress - Effort These are nominated within each department across Years 7 – 11. | Students receive these certificates at end of term House assemblies. |
| House Awards Termly | House awards are given each term: <ul style="list-style-type: none"> - Tutee of the term (12 per House) - Contribution to the House (SSA nomination) - Student of the term (Senior Tutor) - House value (Head of House) - Tutor group of the term (Highest average House points) - Highest House points of the term | Students receive these certificates at end of term House assemblies. |
| Extra-Curricular and Community Participation Award (PLEDGE) | PLEDGE recognised at BRONZE, SILVER and GOLD (See separate guidance on achieving these awards) Awarded to all students who participate in an extra-curricular activity eg. sports teams, music groups, clubs, DofE | Personalised email from Head of Activity twice a year (October and June) CC'd House |
| Presentation Evening Prize | Annual recognition for the following: <ul style="list-style-type: none"> - Contribution to House - Subject excellence - LRC contribution - Sports awards - Outstanding contribution - Memorial awards | Presented at Presentation Evening ceremony held in Ely Cathedral |
| House Commendation | Awarded following each academic report home to students who have achieved: <ul style="list-style-type: none"> - an outstanding Attitude to Learning - significant improvement in Attitude to Learning | Personalised letter sent from Assistant Principal linked to House (Bromcom) |
| Principal Commendation | Awarded to all students who achieve two house Commendations in an academic year | A personalised letter sent from the Principal (Bromcom) |

BEHAVIOUR POLICY 2025-2026


| Consequence | Examples of Behaviour Leading to consequence | Further Information |
|---|---|--|
| 1st Warning | <ul style="list-style-type: none"> • Disrupting their own or others' learning • Talking at an inappropriate time • Making an inappropriate comment or slur to another student (for more severe comments consult with Senior Tutor) • Not responding to initial teacher instruction • Out of their seat • Making poor effort in their work | Clear verbal warning indicating what the unhelpful behaviour is. <ul style="list-style-type: none"> - Positive Phrasing - Supervise Actively - Encourage – push on - Tackle don't Tolerate - Refocus learning - Limited choice |
| Redirection (BHP) | Failure to respond to 1 st verbal warning of any behaviour listed above the student should be issued with a behaviour point & supported in redirection. | Teacher should consider: <ul style="list-style-type: none"> - Change of seat - Movement time in or out of class (3 mins max) - Change of task - Restructuring Mini Goals - TA Input or 1:1 teacher support - Issue clear time cue - Set learning goals |
| Removal (Lunch SLT Detention) | Failure to respond to Redirection (Behaviours become disruptive) or behaviour categorised below: <ul style="list-style-type: none"> • Rudeness/defiance displayed to staff • Displays behaviour that is perceived to be dangerous to self or others - Throwing items around the room - Physical or verbal bullying - Fighting, pushing, punching, scratching - Removing self from lesson • Does not have PE kit or specific items requested for the lesson & refuses to support in lesson. | Lunch Detention with SLT (30 mins) Same day if occurs period 1-4. Next day period 5. *Failure to attend will result in escalation to SLT detention. |
| On Call (SLT) Removal | If the student fails to leave the classroom or presents significantly dangerous behaviour the teacher presses the SUPPORT Icon on SIMS and 'On Call' staff will remove the student and escort them to the behaviour room. | Lunch Detention (30 mins) plus SLT Friday Detention (1 hour) Same day if occurs period 1-4. Next day period 5 <i>On-call button Bromcom</i> |
| Non-Negotiable (Break Detention) | <ol style="list-style-type: none"> 1. <u>Wearing incorrect uniform or uniform incorrectly</u> <ul style="list-style-type: none"> - Correction & confiscate (Behaviour Team) 2. <u>Lateness to School or Lesson</u> 3. <u>Visible Mobile phone</u> <ul style="list-style-type: none"> - Confiscate to behaviour team | Break detention issued (15 mins) Period 1-2 (1 st break) Period 3-4 (2 nd Break) Period 5 (1 st break next day) *House team can utilise for other incidents |

BEHAVIOUR POLICY 2025-2026

Below are examples of sanctions used by the College:

Non-Negotiables: Break Detention

- Lateness to Form & Lesson
- Presence of Mobile Phones
- Uniform : incorrectly worn i.e rolled skirts, black jumper without blazers or incorrect items i.e bracelets and trainers.

Recorded during form, P1, P2 (Break 1 20 min detention)

Recorded during P3, P4 (Break 2 20 min detention)

Recorded During Period 5 (Break 1 20 min detention following day)

Failure to attend will result in escalation to Lunch time 40 minute detention / Behaviour ACD (Monday 3.15-4.15pm)

Classroom Management

STEP 1 – 1st VERBAL WARNING

Teacher gives the student a clear warning about their detrimental behaviour. It is important that the student knows what they are doing is detrimental behaviour – this warning should be given in a calm and measured manner. Identifying the required correction.

STEP 2 – Behaviour Point and Redirection

Continuation of detrimental behaviour requires intervention from member of staff as detrimental behaviour has continued and become disruptive this could include:

- Change of seat
- Movement time in or out of class
- Change of task
- Restructuring Mini goals
- TA Input or 1:1 teacher support
- Issue clear time cue
- Set learning goals

STEP 3 – REMOVE FROM CLASS & LUNCHTIME DETENTION

If after these warnings the student is causing disruption or elicits behaviours that are dangerous then they should be removed from the classroom.

A Lunch detention 40 minutes (that day if the removal is during periods 1-4 or the next day if the removal is period 5).

STEP 4 – ON CALL REMOVAL

On Call – if the student fails to leave the classroom or presents significantly dangerous behaviour the teacher presses the SUPPORT Icon on SIMS and 'On Call' staff will remove the student and escort them to the behaviour room.

This will result in an automatic SLT Detention from 3.05pm – 4.05pm.

BEHAVIOUR POLICY 2025-2026

Homework

6.1 Detentions

The college has a legal right to retain 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 Truancy, 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 or failure to attend break time detentions.

| POINTS | SANCTION |
|--|---|
| 5+ Behaviour Point Detentions | After College Detention 15.15-16.15 (Mon) Behaviour Team |
| Missed Break Detention | After College Detention 15.15-16.15 (Mon) |
| SLT Detention | After College Detention 15.15-16.30 (Friday) SLT |
| Missed or poor behaviour in ACD | |
| House Detention | 30 minutes – 1 hour at the discretion of the house. |

Failure to attend or comply with SLT detention expectations will result in internal behaviour room allocation (internal suspension).

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

Where the behaviour of a student is dangerous or persistently detrimental 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 individuals protected characteristics

BEHAVIOUR POLICY 2025-2026

Escalated difficult behaviours include:

- Persistent repetition of detrimental 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)

A statement overview sheet should be attached to all statements collected in relation to an identified incident.

- 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:

Behaviour room (Internal Suspension) 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 behaviour room.
- They are expected to work in silence, completing all work set.
- Inappropriate behaviour whilst in behaviour room may result in further time in behaviour room, referral to and/or external fixed-term or permanent exclusion.
- The length of time the student spends in behaviour room 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 detrimental 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.

BEHAVIOUR POLICY 2025-2026

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 via online Teams provision. 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 Stage | 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

BEHAVIOUR POLICY 2025-2026

- IV. 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.
- V. 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.
- VI. 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: Behaviour by an individual or group, repeated over time that intentionally hurts another individual or group either physically or emotionally.

There are various types of bullying (Outlined below) but generally most have three things in common:

- Deliberately hurtful behaviour
- Repeated over time
- Imbalance of Power

Several Times On Purpose: STOP

| | |
|------------|---|
| 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 |

BEHAVIOUR POLICY 2025-2026

Each student (and parent) is expected to agree and sign the “Ely College Anti Bullying & Anti- Discrimination 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 My Concern by staff and 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 My Concern & PRfE through safeguarding team and sanctioned in accordance with our definition of detrimental 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

BEHAVIOUR POLICY 2025-2026

- 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

BEHAVIOUR POLICY 2025-2026

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.