

Ercall Wood Behaviour Policy

1.0 Ercall Wood Academy vision

Our children deserve an environment in which they can flourish and achieve their potential, no matter what their academic or social starting point. At Ercall Wood Academy, we want to empower our children by supporting their growth as individuals who will make a difference and change the world for the better.

Our staff will hold the highest expectations of our children and challenge them to realise their full potential. The academy will be built on a culture of respect; respect for oneself, for others and for the environment. The academy has clear routines and responses to positive and negative behaviour creating a safe, purposeful learning environment for all. We are traditional in our view that the teachers are the experts in the classroom and should be respected as such. Our teachers hold the key to unlocking the potential of our young people through the delivery of a high-quality curriculum built on key knowledge and skills.

Ercall Wood Academy is proud to be the heartbeat of the community we serve, we want our students to learn about their cultural heritage and be proud of the role that our community has played, and will continue to play, in the development of Telford. Our children will take pride in themselves, in our academy and in our community, embracing the diversity amongst us and work together to achieve beyond their personal best through trust, honesty and tolerance.

We believe in the potential of all our students and their ability to achieve and be successful. We want our students to share the same high aspirations whether it is through academic success, sporting prowess or excellence in the arts. There are no limits to what can be achieved with hard work, resilience and determination.

Through their engagement with education, our students will create long lasting positive memories of their time at Ercall Wood Academy. Happy, confident and engaged children will become life-long learners who will always seek feedback to improve and progress. Our students will take an active and successful role in our local, national and global community ensuring a brighter future for all.

2.0 Statutory framework

This policy is guided by the 2016 'Behaviour and discipline in schools' guidance issued by the DfE, and the Education Act of 2011.

3.0 Purposes

This policy specifically is intended to:

- encourage a positive, calm and purposeful atmosphere where everyone feels safe, students can learn to the best of their abilities and everyone feels valued and treats others with respect
- encourage young people to take responsibility for their behaviour
- encourage students to achieve high standards in learning and behaviour
- celebrate achievement and to discourage negative behaviour
- tackle incidents/instances of poor behaviour effectively and fairly
- allow teachers to teach high quality lessons
- foster an environment where members of the academy community will treat each other with respect

4.0 Monitoring

Leaders within the academy at middle and senior level will be responsible for monitoring the implementation of this policy and for ensuring its effectiveness. The academy's RAP includes a section on embedding a culture including behaviour and this is monitored termly. Behaviour within subject areas and year groups will be monitored regularly through department meetings and line management discussions. There will be weekly monitoring of behaviour by the Key Stage Leaders and the wider leadership team.

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5.0 Links with other policy areas

The behaviour policy links with our curriculum policy, our safeguarding policy, our anti-bullying policy, our staff code of conduct, uniform expectations and our attendance policy.

6.0 Communication

The information in this policy will be communicated thus:

- for students - in form time, during assemblies and on the relevant section of the academy's website.
- for staff – on the academy SharePoint site and in the relevant sections of the academy's website
- for parents/carers - in the induction guidance and in the relevant sections of the academy's website

7.0 Links with external partners/agencies where relevant

We believe that effective partnership working is key to the implementation of our aims, values and policy aspirations. This policy demands that we work closely with parents. To this end, each year group has a pastoral lead, their 'Pastoral Year Leader' (PYL) who will ensure regular contact with parents. For students who may be challenging the academy expectations and demonstrating behavioural difficulties the PYL will be the primary point of contact between home and academy. We also regularly liaise with outside agencies such as 'Family Connect, social care, police and others where required.

8.0 Policy details

All teachers, teaching assistants and other paid staff with responsibility for students have the power to discipline students in the academy and (in certain circumstances) outside the academy.

We expect staff to encourage an effective learning environment by:

- being punctual, consistent and fair in ensuring the expected behaviour outlined above is seen in the academy.
- making lessons appropriate and relevant to the learning needs of students, using assessment for learning throughout.
- ensuring students stay in class throughout lessons (medical reasons excepted)
- being visible in the corridor and on their classroom doors when teaching to ensure lesson changeovers are reasonably quiet and orderly and not dismissing students in an uncontrolled way.
- issuing sanction points when moving around the academy to challenge poor behaviour or rewards to those who demonstrate positive student behaviour.
- using the Ercall Wood classroom framework to help promote good behaviour in lessons.
- maintaining close home/academy contact.
- being smart in their dress code and abiding by the 'uniform code' of the academy.

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We will reward and celebrate the achievements of our students by using the following:

- words of praise in lessons and assemblies
- comments in books
- individual STAR points
- whole class STAR points
- ERA points for excellence or going above and beyond
- Celebration assemblies
- special events and activities such as reward trips
- displaying work and pictures throughout the academy
- annual whole academy prize giving
- end of year raffle prize draw

We expect our students to behave well. We expect students to:

- arrive on time to the academy and lessons
- be in correct uniform and being smartly presented at all times
- follow instructions first time
- treat other students and all of the academy community with respect
- engage in lessons fully
- try hard to complete classwork, assignments and Non-Examination Assessments (NEA)
- be helpful, polite and honest
- show care and compassion to others
- walk on the left in single file following the established one way system and use quiet voices inside the academy building.

The following are some examples of what we consider to be unacceptable behaviour - the list is not exhaustive:

- swearing
- violence or threatening behaviour
- damage to property
- being in possession of a weapon
- rudeness
- failing to adhere to the academy policy on mobile phone use
- failure to follow teacher instructions
- persistent disruptive behaviour
- not completing class work, Non-Examination Assessments (NEAs) or assignments
- bullying
- discriminatory language such as homophobia.
- lateness to the academy or lessons
- truancy from the academy or lessons
- abuse of the academy email or ICT network
- smoking including the use of vaping and e-cigarettes
- being in possession of smoking paraphernalia
- inappropriate use of social media and ICT
- disrespecting members of the academy community
- bringing the academy into disrepute
- theft

These are the key strategies we will use to deal with students who behave unacceptably:

- recording a Lost Learning Time point on the academy information system
- recording a detention if the student continues to misbehave after sanction point
- sending students home to change their uniform
- asking students to make up for lost time
- a reminder of expected behaviour in and around the academy
- confiscation of items
- letter or phone call to parents / carers
- parental meeting
- withdrawal from lessons and being placed in seclusion.
- alternate school-based exclusion at one of the other trust academies in Wellington.
- Fixed Term exclusion
- managed move to another school
- direction to an off-site provision
- permanent exclusion for the most serious offences

Reasonable adjustments will be made for students with SEND diagnosis.

Some behaviour is highly unacceptable and is therefore highly likely to lead to permanent exclusion. This includes, but is not limited to, the following:

- persistent breaches of the academy's behaviour policy
- threats and/or assaults on a member of the academy community
- possession of an offensive weapon such as a knife or other bladed item
- possession of drugs
- serious racist, sexist, homophobic or discriminatory behaviour
- criminal or alleged criminal behaviour
- vandalism of academy property
- sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation. *(In the event of a serious sexual assault incident, the school will not wait for the outcome (or even the start) of a police investigation before protecting the victim, alleged perpetrator and other students and adults in the school. This is explained in the sexual violence and sexual harassment between children in schools and colleges - May 2018.)*

Bullying

We define bullying as the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online. It is vital for all within our community that we have a shared understanding of bullying as this will benefit whole academy community including all our staff, students and their parents and ensure that bullying is not mis-identified and is spotted when it does happen. It is also important to understand that bullying is a group behaviour that involves a power imbalance. No longer do we understand bullying as a bully/victim role. It instead includes many individuals and understanding key character traits of these individuals will help when preventing and responding to bullying incidents.

Where incidents of bullying are identified a bullying contract is drawn up between the academy and the perpetrator to monitor and protect both parties. This contract is reviewed subsequent to the events to ensure that no further issues have arisen. Should the contract be broken clear guidance is given regarding the sanctions to be issued to the perpetrator.

Mobile Phones

Students are not permitted to use mobile phones on Ercall Wood Academy premises unless under the supervision of staff in an emergency. Any student using a mobile phone in other circumstances will have it confiscated immediately and their parents/carers may be called to collect it from school for repeat offences. Phones must never be taken into internal or public examinations.

When it is suspected that a mobile phone has been used for inappropriate purposes such as cyber bullying etc. the school has the right to read, copy or delete messages. The phone will be confiscated and returned once parents are informed of the issues. (Links to the DfE document "Screening, Searching and Confiscation 2011").

Online Media Presence

Students are not permitted to make reference to the academy, staff or students in social media, for example TikTok YouTube and Instagram. This includes comments, photographs and naming members of Ercall Wood Academy. Any student found to have posted material online which refers in any way to Ercall Wood Academy, will be at risk of permanent exclusion.

Confiscating Items

Banned items brought into the academy by students may be confiscated by a member of staff and returned later to the student or parent/carers at a time convenient to the academy.

Prohibited items are knives and weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, e-cigarettes and vaping devices, fireworks, pornographic images, and any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property. In the case of confiscation of a weapon or other illegal items, the police will be informed and the item released only to them.

Banned items include excessive items of unhealthy food and drink, chewing gum, lighters, matches, items that are non-school uniform such as hoodies, mobile phones and other electronic devices. From time to time, certain items not listed here may be deemed to be banned by the Principal if they reasonably pose a threat to the safety and wellbeing of students or the good order of the academy.

Searching Students

Academy staff can search students with their consent for any item that is banned by the academy. The Principal, Vice Principal, DSL and the pastoral staff have the power to search students or their possessions, without consent, where they suspect the student has weapons, alcohol, illegal drugs or stolen items. This authority is laid out in the DfE document 'Searching. Screening and confiscation January 2018'.

Use of Reasonable Force

Reasonable force can be used to prevent students from hurting themselves or others, from damaging property or from causing disorder. (The following information is taken from the DfE document 'Use of reasonable force - Advice for headteachers, staff and local school board').

Force may be used for two main purposes – to control students or to restrain them. The decision on whether to physically intervene is down to the professional judgement of the staff member concerned

and should always depend on the individual circumstances. The following list provides some examples of situations where reasonable force can be used:

- to remove disruptive students from the classroom where they have refused to follow an instruction to do so
- to prevent a student behaving in a way that disrupts an academy event or a trip or visit
- to prevent a student leaving the classroom where allowing the student to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
- to prevent a student from attacking a member of staff or another student
- to stop a fight in the playground
- to restrain a student at risk of harming themselves through physical outbursts.

Reasonable force must not be used as a punishment

Authorised staff can use such force as is reasonable given the circumstances to conduct a search for the following 'prohibited items': knives and weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images, any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

Force cannot be used to search for items banned under the academy rules

Incidents outside of the academy

Under the (Education and Inspections Act 2006) academies have the statutory power to discipline students for misbehaving outside the academy premises. We will respond to any incidents of students misbehaving outside the academy in the same manner and procedures as unacceptable behaviour within the academy.

Examples of unacceptable behaviour outside the academy may include when a student is:

- taking part in any academy organised or academy related activity
- travelling to and from the academy
- wearing academy uniform

Further examples also include where:

- in extreme cases (such as cyber bullying) this would also include misbehaviour at any time that could have repercussions for the orderly running of the academy
- pose a threat to another student or member of the public
- could adversely affect the reputation of the academy
- criminal or alleged criminal behaviour that demonstrates risk to other students and/or staff and/or the good order of the academy

In rare cases, the academy may decide to educate a student elsewhere

Student Sanctions (Lost Learning Time Points & Detentions)

- Students are expected to meet the Academy expectations in all aspects of their daily conduct around the academy but if they fall short of this, sadly, they will be sanctioned.
- For minor infractions that fall short of the expected standard of behaviour or conduct they will be given Lost Learning Time Point (-1).
- If this is replicated on four additional occasions in other lessons or situations, they will be issued with an afterschool detention because a threshold of -5 will have been reached and this will

trigger a detention of 30minutes.

- Should a student's behaviour escalate in a lesson or be at serious odds with the expectations we have identified, then an instant -5LLT will be issued by the member of staff and an instant detention will be triggered. If this should happen prior to 1.00pm on any given day your child will be expected to sit the detention that day. Parents will be informed by an email prior to 1.00pm of this decision. Should the event happen after 1.00pm the detention will be scheduled for the following day (unless an PYL makes direct telephone contact during the afternoon, in which case the detention will take place on the same day) and an email detailing this will be sent to a parent / carer.
- Where a student has gained -5LLT for a single event or in a single lesson parent / carer will receive information via a telephone call or email communication from the class teacher or PY: regarding the event.
- Where -5 LLTPs have accumulated due to 5 separate conduct infractions parent / carer will receive a detention notification which states this.
- Detentions will be undertaken in silence and students are expected to adhere to the academy expectations of appropriate behaviour. Failure to do so will result in the sanction being escalated to a subsequent 60-minute detention on the following Friday.
- Should a student fail to attend their scheduled afterschool detention of 30 minutes this event will be escalated to a 60-minute afterschool detention on a Friday with the Senior Leadership Team.
- Should a student fail to attend the SLT 60-minute detention they will undertake a day in seclusion on the following Monday and undertake the outstanding 60-minute detention that evening. Parent / carers will be contacted to discuss this situation with their child's Pastoral Year Leader.
- All parent / carers will be able to track their child's 'Lost Learning Time Point' total (should it exist) via 'My Child at School'. The Sanction Points **are not** taken away from the 'Positive' STAR & ERA points. These are mutually exclusive totals.

Seclusion

Seclusion at Ercall Wood Academy means that a student will complete their set work in the pastoral space, which is staffed by academy members of staff. They will also not be permitted to be with their peers at break or lunchtimes. Appropriate adjustment and support will be available for those students with an identified SEND. Parent / Carers will be notified of the incident by telephone and letter. These events will be logged on a student's behaviour log and will be viewable via 'My Child at School'.

*Lunches will be brought to the student, who will have a choice of sandwiches and snacks from the canteen. Students will not be allowed hot food in seclusion.

Alternative School Based Exclusion (ASBE)

An Alternative School Based Exclusion means that a student will complete their set work in the ARC 1 at another trust academy. They will also not be permitted to be in the playground at break or lunch times. The letter issued by the academy clearly outlines the responsibility of the parent and the expectations of the student during the ASBE.

External Exclusion

The letter, which is issued when a student is excluded, explains clearly the responsibility that the student should not be in a public place during the period of the exclusion. For exclusions beyond 5 days, the school will provide suitable alternative provision. For permanent exclusion, it is the responsibility of the Local Authority to provide education for the excluded student after a period of 5 days. If a student is present in a public place in academy hours during an exclusion they may receive a Penalty Notice from the Local Authority unless there is reasonable justification for doing so.

Direction to Off – Site Provision

In certain circumstances, and at the discretion of the Principal, students may be directed to off-site provision.

Managed Moves

The Local Authority operates a protocol on managed moves. The academy will consider all students whose behaviour warrants a permanent exclusion for a managed move, subject to the structures laid down in the managed move protocol.

Managed Move Procedures

- If an incident is deemed serious enough to involve fixed term exclusion, the academy will endeavour to contact the parents on the day of the incident
- A letter will be sent home within 24 hours outlining the reasons for the exclusion and the measures parents can take in relation to them
- Work will always be provided for the length of the exclusion
- Parents will be requested to meet with a member of staff on the day that the student returns to the academy to ensure such events do not reoccur
- Procedures to appeal against a decision are also clearly outlined in the letter

Pastoral Support Plans - High focus students

On rare occasions it may be felt that a student is at risk of permanent exclusion due to the inappropriate behaviour being displayed. In this circumstance, the academy will put a Pastoral Support Plan (PSP) into place to support the student and try to prevent this occurring. This is a plan that will usually involve the student, academy, and parents in working together to establish clear targets for improvement and the support measures (both at home and in the academy) needed to achieve these. Where appropriate, agencies including external support will also be part of this process to ensure that specific professional expertise is accessed to meet the needs of the student. A PSP involves regular reviews to assess progress and make amendments as needed.

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