



Ark Evelyn Grace Academy

Culture & Ethos Policy

September 2018

Cleverer and kinder...

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Introduction

The starting point for the Culture and Ethos Policy is the establishment of the basic ground rules of the school. This implies acceptance of the following:

- Schools are primarily about learning
- Everyone has the right to learn
- Everyone has the right to safety and security
- All individuals are of equal worth
- Attendance is compulsory

The important thing is that there is a set of ground rules which define the purpose of EGA and these cannot be negotiable. We aim to challenge and support all students to achieve their highest potential, and promote the type of environment where this is possible. This policy outlines the systems that we operate in school and the reasoning behind them.

Evelyn Grace Core Values.

Central to our mission is our commitment to develop every student around our core values of Self Discipline, Endeavour and Excellence.

Self-discipline

We believe that success and the ability to take control of one's destiny has to be achieved through self-control and the responsibility and ownership of one's own future.

Endeavour

There is no substitute for hard work and only the drive and persistence to get better and learn from mistakes and difficulties will allow our students to achieve their aspirational goals.

Excellence

We strive for excellence in all that we do and so we help our students to realise that there should be no limit placed on their ambition and capacity to achieve.

These values permeate every aspect of our academy. They are modelled by our staff and celebrated in our students. They inform our assemblies and tutor times and give a language to talk about the sort of people we want all our students to become.

Together let us help our students SEE the light and develop their talents so they may go on and live happy and successful lives.

STANDARDS OF BEHAVIOUR AND ACADEMY ETHOS

As adults, we have an important responsibility to model high standards of behaviour, both in our dealings with the students and with each other, this has an important influence on students.

All members of the EGA community, both adults and students will:

- create a positive climate for learning with high expectations
- emphasise the importance of being valued as an individual within the group
- promote, through example, honesty and courtesy
- provide a caring and effective learning environment
- encourage relationships based on kindness, respect and understanding of the needs of others
- ensure fair treatment for all regardless of age, gender, race, ability and disability
- show appreciation of the efforts and contribution of all

Creating a positive learning culture and environment **is everyone's responsibility**. All staff are expected to follow procedures when dealing with behaviour around the academy and in lessons. The manner and consistency of our daily interactions with students send clear messages about our expectations and the degree to which we treat everyone fairly and with respect. Together we must all challenge inappropriate behaviour and reward excellent effort and achievement.

AIMS OF WHOLE SCHOOL BEHAVIOUR POLICY

- to reflect the mission, values and vision of the academy
- to make the rules and expectations clear
- to reward students who meet and exceed expectations
- to ensure that consequences are swift, inevitable and transparent
- to set the framework for rewarding positive and responsible behaviour
- to make explicit the procedures to be followed and sanctions applied should behaviour fall below these standards

THE OBJECTIVES OF THE WHOLE SCHOOL BEHAVIOUR POLICY

- to ensure the school is a safe and supportive environment for all
- to ensure that all members of the school community are shown respect and show respect for others
- to encourage a positive approach to behaviour by good example and praise and reward for good behaviour
- to ensure that learning goes uninterrupted so that everyone may learn and achieve excellence
- to ensure that the environment, curriculum, and other factors within the Academy's control are monitored to ensure the promotion of good behaviour
- to ensure that where behaviour falls short of accepted standards, procedures are followed and sanctions are applied fairly and consistently

As a community it is essential that we recognise that this policy must apply to the behaviour of all its members and to all adults (teachers, other staff, parents/ carers and visitors) as well as to our pupils. Only by example can we teach and demand good standards of behaviour from those whose education is entrusted to us. We also recognise that the success of the policy depends on the full

EVELYN GRACE ACADEMY HOME SCHOOL AGREEMENT

The Academy



Evelyn Grace Academy will:

- We will provide outstanding teaching through a curriculum that focuses on depth before breadth and provides every child with the skills and qualifications to apply to university at 18.
- We will deliver engaging and challenging lessons that will inspire in our students a real lifelong love of learning.
- We will create a safe, secure and inspiring learning environment
- We will offer every child the chance to achieve a level of excellence in physical activity in both participation and performance.
- We will recognise, celebrate and build on each student's individual strengths and successes.
- We will work closely with parents/cares, letting them know about their son/daughter's successes and raise any concerns we may have about
 - Progress or behaviour
 - Attendance or punctuality
 - Uniform or equipment

DOL/SLT

Date

The Parents/Carers

I/We will:

- I will agree to conduct myself in a courteous and professional manner when coming into the Academy.
- See that my son/daughter attends regularly, on time, in full school uniform and is properly equipped.
- Keep the Academy informed of any concerns or problems which might affect my son/daughter's work, behaviour, attendance or punctuality.
- Support the Academy's policies and guidelines for behaviour, including the anti-bullying and anti-drugs policies. I understand that if my child is found with an offensive weapon, he or she will be recommended for permanent exclusion.
- Support my child's learning by
 - Showing an interest in their homework and by signing their homework diary each week
 - Attending parents' evenings and discussions about my son/daughter in order to work with the Academy to ensure his/her progress
 - Ensuring that they attend support classes where necessary.
- I understand that my child may have to attend Academic Intervention until 4:15pm and I will encourage my child to attend.
- Agree to our same-day detention policy as detailed in our behavior policy.
- Resolve disputes with members of the Academy's community by way of mediation via the Senior Management Team.

Parent/Carer

Date

The Pupil

I will:

- Attend school regularly and on time. I will wear the official Evelyn Grace Academy uniform which includes plain black socks and plain black leather shoes. I understand that canvas and trainer-type shoes, any kind of hat or cap, and hoodies are not part of the academy uniform and must not be worn. If I wear an overcoat, it will be plain black and without logos
- Keep my hair neat and natural, without 'design', 'cut-ins' or an excessive number of hair accessories.
- Come to school ready for work, always have with me pen and pencil case, homework diary, appropriate school bag and PE kit when required.
- Do my class work as well as I can, recognising that failure to do so will result in detention.
- Show respect to teachers, listen and act upon requests and instructions. Not bring the Academy's name into disrepute
- Support the Academy's code of conduct, including guidelines on bullying, drugs and weapons. I understand that breaking these guidelines will result in me being recommended for permanent exclusion.
- Sort out disputes with other pupils in the Academy by telling my teachers and not involving relatives or friends from outside. In doing so I will be recommended for permanent exclusion.
- Keep my mobile phone or electronic music equipment in my bag or in my locker. I understand that if they are used, seen or heard, they will be confiscated and it will only be returned after I have sat a 90 minute detention.
- Not wear jewelry (apart from a small plain gold/silver stud in each ear), nail varnish or make-up whether in school, or on the way to and from the academy, while wearing academy uniform. I understand that acrylic nails are strictly forbidden for health and safety reasons.

Name

Date

THE PUPIL CODE OF CONDUCT

In the **community of Evelyn Grace Academy**, I must:

- **Listen** to members of staff and follow instructions politely and calmly
- be **polite** to all I encounter: staff, visitors and fellow students and treat all people as I would wish to be treated
- **go straight to lessons**, holding doors open for others when corridors are busy
- **walk quietly** in a **single file** in corridors and stairs, keeping to the **left, without running or causing a disturbance**
- **respect** other people's privacy and family life so they are not offended by what I say or do
- **never insult, undermine, or swear** at any member of staff, visitor or student
- **never rush, fight, play-fight** or engage in any other form of physical abuse on anyone at anytime
- **never touch** other people's property, and treat their belongings with respect

To show that I am an ambassador for which the Academy can be proud I will...

- **dress smartly**, in correct uniform at all times, including to and from school
- **care** for my uniform by **hanging** it up at the end of the day and keeping it clean and well pressed
- have respect for the Academy's **neighbours** and be helpful and considerate in the local community
- **be aware** of other people around me – on the streets, in shops, on buses and trains – **never shout** or behave in a way that will affect others (we **share** pavements, buses/trains)
- **speak quietly** and politely to my friends
- **offer my seat** where possible to an older person/mother with young children
- make my way to and from Ark Academy quickly and not congregate in large groups on the streets
- I understand that there will be consequences if I do not adhere to the Code of Conduct.

KEY PRIORITIES TO CREATE A POSITIVE BEHAVIOUR ENVIRONMENT

In order to foster a positive behaviour for learning environment we must ensure that the curriculum supports learning and that there is great classroom management, which is supported by clear rules.

The Curriculum and Learning

The Academy believes that an appropriately structured curriculum and effective learning contribute to good behaviour. Thorough planning for the needs of individual students, the active involvement of students in their own learning and structured feedback all help to avoid the alienation and disaffection which can lie at the root of poor behaviour.

It follows that lessons will have clear objectives, understood by the students, and differentiated to meet the needs of students of different abilities. Marking and providing constructive feedback to students on the quality of their work and progress to targets, ensuring that their efforts are valued will foster a positive climate for learning.

Classroom Management

Classroom management and teaching methods have an important influence on students' behaviour. The classroom environment gives clear messages to the students about the extent to which they and their efforts are valued. Relationships between teacher and student, strategies for encouraging good behaviour, arrangements of furniture, access to resources and classroom displays all have a bearing on the way the students behave. Overall the classroom will provide a welcoming environment. Teaching methods will encourage enthusiasm and active participation for all. Lessons will be well planned and aim to develop the skills, knowledge and understanding of all. Collaboration will be encouraged, and praise and reward will be the pillars upon which a positive learning environment will be created.

The Academy 10 Golden Rules

General

1. Every student must come to school prepared to learn with the right equipment and the right attitude
2. Every teacher will come to school prepared to teach using different strategies designed to meet students' needs
3. Every student will be expected to follow an adults appropriate instruction upon the first request
4. Every individual in our school community must respect themselves, others and respect other people's property
5. Inappropriate touching, hitting, slapping or fighting are never acceptable
6. Any form of bullying, verbal or physical, including racist, sexist or homophobic bullying, is not allowed and will be dealt with very seriously
7. Regular and punctual attendance is required by law. All students must be in their form rooms at 8.30am
8. All buying and selling between students at school is forbidden
9. No unauthorised person is allowed in the vicinity of the school community
10. No illegal items/substances to be brought into and around the school community

Lesson Routines and 'What to do'

HOW WE START AND FINISH OUR LESSONS AT EVELYN GRACE ACADEMY

1		We arrive on time to our lessons and line up outside our classrooms in silence.
2		We fix our uniform before we enter our classroom by not wearing coats and having shirts tucked in and ties worn properly.
3		We greet our teachers with a smile, eye contact and good morning/afternoon.
4		We enter our classrooms in silence and sit down straight away in our assigned seats.
5		We place our planners and equipment on our desk, our bags on the floor and our coats on the peg or back of chair.
6		We underline the title and date and complete 'Do Now' in silence.
7		At the end of the lesson we pack up quietly five minutes before the end of the lesson, when asked to by our teachers.
8		We stand behind our chairs in silence and wait to be dismissed one row at a time.
9		We hold our coats and do not wear them until we leave the building.
10		We walk quietly and calmly on the left hand side to arrive at our next lesson on time.

Uniform and Equipment

- A pen, pencil, ruler and planner are needed for every lesson
- Students should arrive at school clean and tidy each day wearing full school uniform
Parent(s)/Carer(s) should inform Form Tutors in writing if any difficulties arise in providing the correct uniform
- Full school uniform must be worn to school events (such as Parents Meetings, Parents Evenings etc).
- All items must be marked with the name of the owner
- An approved school bag is compulsory. Bags must be big enough to hold A4 folders
- Hair styles must be neat, natural and tidy without designs; cut-ins, colouring or elaborate extensions
- Jewellery is not permitted and could be a safety hazard. Girls are allowed to wear one pair of small plain gold or silver stud earrings
- Trainers are not acceptable as academy uniform and are only allowed in P.E. lessons
- Expensive property that is not essential for school should not be brought into the Academy. The Academy does not accept responsibility for any valuable items that lost, stolen or damaged
- Mobile phones are to be switched off and out of sight in and around the Academy. **If seen or heard, the mobile phone will be confiscated until the end of the day on the first occasion. In this case the phone will be collected by the student on the same day after they have sat a 90 minute detention. For subsequent occasions the phone may be confiscated for longer periods. The academy does not accept responsibility for mobile phones that are lost, damaged or stolen.**
- I-pods and MP3 players, CDs, hand held computer games and headphones are not allowed to be brought into the academy and **will be confiscated until the end of the day on the first occasion and for longer on any subsequent occasions. They are also to be collected by a parent/carer.**

ROUTINES AND EXPECTATIONS BEFORE DURING AND AFTER SCHOOL.

The following routines and expectations apply to all students and will be rigorously and consistently upheld:

1. Before arriving at school all students will:

- a) Eat breakfast or leave home with enough time to eat at breakfast club.
- b) Make sure that all homework is complete.
- c) Pack their bag with the following items:

- Current reading book
- Student planner
- 1 x clear pencil case with the following contents:
 - 2 x black or blue writing pens
 - 1x red writing pen
 - 2 x highlighter pens
 - 2 x sharpened pencils
 - 1x rubber
 - 1 x 12 inch ruler
 - 1 scientific calculator
 - 1 x protractor
- Books/folders for that day
- PE Kit if required

2. Morning Registration

Registration is both a legal and Health & Safety requirement.

- a) Students must be in form rooms by 8.25am ready for morning registration
- b) Students arriving after 8.25am will be recorded as late and will serve a same day 45-minute detention
- c) Students arriving after 8.25am will give their name to the late detention duty staff
- d) Tutors will mark them as late in the register**

3. Walking around school and moving to/from lessons:

- a) Follow instructions from any member of staff or adult first time.
- b) Move to lessons once your teacher has dismissed you.
- c) Allow any member of staff or adult to pass through a doorway before them.
- d) Hold doors open for others.
- e) **Never run.**
- f) Walk on the left-hand side of the corridors and stairways.
- g) Stay quiet on corridors and never shout.
- h) Maintain quiet and orderly atmosphere in the library.

4. All students will follow the same routines for entering the classroom:

- a) Students will line up quietly outside their classroom and have their books and equipment out, ready to enter the class
- b) The teacher will greet the students at the door
- c) All students will move calmly to their allocated seat and put their equipment on their desk

- d) All students will start the DO NOW activity in silence, whilst the teacher takes the register.

5. During a lesson all students will:

- a) Put their hand up and wait for permission before asking or answering a question.
- b) Always speak in full sentences.
- c) Be an active listener.
- d) See mistakes as steps on the road to understanding.
- e) Help maintain a supportive culture based on respect and teamwork.

6. During break and lunchtime all students will:

- a) Use their break and lunch time effectively:
 - Drink some water
 - Go to the lavatory.
 - Meet with any member of staff to address any concerns.
 - Complete any work or revision that is required
- b) Line up quietly outside the dining hall.
- c) Say thank you to catering personnel.
- d) Clear away your own tray, plate and cutlery and maintain an orderly environment at all times.
- e) Only play ball games in the allocated areas.
- f) Follow all school rules to maintain a calm and pleasant environment for all.
- g) Do not gather in large groups
- h) Keep hands and feet to themselves at all times
- i) Do not wear any hood up. If a pupil is cold they should wear hats.

7. Around the Academy

- a) Students should move around the Academy sensibly and remember to keep to the left on corridors and stairways
- b) Outdoor clothing including hats must be removed in the building
- c) Cycling is not permitted in the academy grounds as it is a health and safety risk

8. At the end of the school day all students will:

- a) Make sure they have everything they need to complete their homework.
- b) Walk quietly through the Academy exits.
- c) If getting public transport, wait quietly by the bus stop.
- d) Get onto the bus one student at a time.
- e) Give up their seat to a member of the public.
- f) Talk quietly and never shout.
- g) Remember at all times they are representing EGA Academy and should be a model citizen.

Communication with Home

- Any student needing to leave academy during the day must have written permission from parent(s)/carer(s) and the Head of Key Stage or Vice Principal Culture & Ethos
- Students must sign out at the main reception when leaving the premises

- In case of unexplained absence students must bring a note of explanation, written by their parent(s)/carer(s), to their form tutor, confirming the days absent, on the day of their return
- If parent(s)/carer(s) wish to take their child out of school during term time, they should firstly seek permission from the Principal, setting out the exceptional circumstances for this request.
- Parents(s)/carer(s) who need to contact their child urgently are to contact the main reception

Banned from the academy

Being mindful of the need to ensure the safety of students and staff, the Governing Body have a zero tolerance policy regarding the following:

- The possession or use of any drug, including when entering and leaving the academy premises, is strictly forbidden
- Bringing intruders on site / in the vicinity is strictly forbidden
- Bringing into the academy or being in possession of any weapon in the academy is strictly forbidden
- Students bringing the Academy's name into disrepute

Any breaches of this section regardless of the circumstances, will result in recommendation for permanent exclusion from the academy.

Student Code of Conduct

As agreed with the Student Council

In lessons we agree to:

- Strive for excellence in all that we do
- follow the teacher's instructions
- have all the books and equipment necessary for work in each lesson
- make sure our behaviour helps us and others to learn
- respect equipment and resources
- demonstrate courtesy and good manners by listening respectfully when others are speaking
- show mutual respect to everyone in the classroom
- refrain from chewing, eating or drinking in classrooms
- attend all lessons and be punctual

At all times we agree to:

- treat others as we would wish to be treated
- speak to other people with respect
- never speak disrespectfully about another person's parents or family
- walk along corridors keeping to the left side.
- hold doors open for other people
- act responsibly when other people upset us by:
 - ✓ *Thinking before we act*
 - ✓ *Trying to deal with the matter calmly and peacefully*
 - ✓ *Asking a member of staff we trust to help us sort things out*
- help and respect everyone who works in the academy
- report all incidents of bullying
- not involve ourselves in other people's arguments and try always to be the peacemaker

Regarding property we agree to:

- keep mobile phones switched off and out of sight at all times during the academy day and understand that the Academy accepts no responsibility for loss or damage to these items
- respect all personal property
- put litter and other rubbish in the bins provided
- report all damage to property immediately
- leave at home all personal items which are not needed for learning

In the local neighbourhood we agree to:

- behave in a way that will make people glad that Evelyn Grace Academy is part of their community
- be good representatives of the Academy
- show respect to others
- under no circumstances do something that brings the school into disrepute

- keep the neighbourhood free of litter by placing all wrappers, paper, cans and other rubbish in rubbish bins
- exhibit good behaviour when travelling to and from school
- use appropriate language in public
- use appropriate manners at bus stops and on public transportation (no rough play or being loud on the buses or at the bus stops)
- refrain from fighting with students from EGA or from any other school, as this will be treated as a fight in school

REWARDS AND PRAISE

Emphasis will be on rewards to reinforce good behaviour. Rewards have a motivational role, helping students to see that good behaviour is valued. The commonest reward is praise, informal and formal, public and private, to individuals and groups. Praise can be earned by the maintenance of good standards as well as particularly noteworthy achievements. Students can be rewarded in the following ways:

- Verbal praise, in a variety of context
- The obtaining of merits for good work and pupils demonstrating the EGA qualities of Integrity, Responsibility, Resilience, Curiosity, Eloquence and Confidence and recorded on e-portal
- Silver Commendations given in assemblies by DoLs for recommendations from teachers of pupils demonstrating the Core Values. Recommendations are made to the DoL via email.
- Gold Commendations given in assemblies by DoLs for recommendations from teachers to the Headteacher for students demonstrating core values of Excellence, Endeavour and Self Discipline.
- Written or verbal communication with home praising high standards of behaviour
- End of year outings, which reward high standards, including behaviour

At Evelyn Grace Academy we operate a merit system for KS3 and KS4 students. The aim is that the students achieve the highest standards of behaviour, co-operation, helpfulness and contribution to school activities.

THE REWARD PYRAMID



MERIT SYSTEM

Merit points are a quick and easy way to acknowledge students' effort and quality of work. When enough points are collected students will be rewarded with certificates and prizes.

Class teacher good news cards and letters.

Good news cards are available from the main reception and teachers will use the cards when students have worked hard over a number of lessons, done well in an assessment or made good progress towards academic targets.

Silver commendations and shout-outs

Students who do something exceptional that demonstrate one of the core values can be recommended for a silver commendation. The DOL will enter these on ePortal following receipt of an email from a teacher. This will also act as a shout out in the next assembly. Silver commendation certificates will; be handed out in the rewards assembly at the end of each half term.

Gold commendations

Students who do something truly exceptional that demonstrate one of the core values can be recommended for a Gold commendation. The teacher should bring the student with their work to the Principal's office. The Principal's PA will enter these on ePortal. This will also act as a shout out in the next assembly. Gold commendation certificates will be handed out in the rewards assembly at the end of each half term

Rewards Assembly

At the end of each term prizes and certificates will be awarded in assembly for subjects, attendance & punctuality, merits.

Subject endeavor awards

Given to students for the highest attainment in a subject within their year group.

Subject excellence awards

Given to students for the most progress made in a subject within their year group.

Annual Award

Academy Prize Giving takes place annually, this is a whole school event to which parents and carers are invited.

Core Values award winners

These are the very highest accolade. Staff will nominate the students who best exemplify one of the core values with the reasons for these nominations given and read out in the assembly.

PROCEDURES FOR DEALING WITH DISCIPLINARY PROBLEMS IN LESSONS

At ARK Evelyn Grace Academy we believe that students want to succeed, work hard and follow 100% of their teacher's instructions, 100% of the time. The most common reason for students not complying with instructions is that they either have not heard the instruction or understood it. Therefore, we believe that teachers must be exact about what a student is to do (we call this a 'what to do' or WTD). If a student has not heard an instruction it may be because the class are not silent and looking in the direction of their teacher and so we must secure this and then repeat an instruction. Only when we are certain that a student has both heard and understood an instruction can we be certain that we have done our jobs as teachers. At this point a student who does not comply can be asked for their planner as a **reminder** that any further defiant behaviour will result in a sanction being issued.

The systems for managing pupil behaviour are only effective **if they are applied consistently to every pupil**. The levels are designed to make it easy for any member of staff or visitor to apply the Evelyn Grace Academy behaviour policy consistently and for pupils to see the transparency, fairness and speed of the system. The system below is designed so that the teacher decides on the seriousness of the incident and the appropriate response. It is not the case that a pupil **MUST** be issued with a **reminder** before they are moved class, but effective classroom management will ensure the pupil explicitly knows why they are being issued with the sanction. If a pupil challenges the issuing of **reminder** or demonstrates any type of rudeness they should be immediately removed from that classroom.

Where a student or students are not following instructions, teachers should take the following steps:

Step 1

- ***Lightening quick corrections followed by 2-3 positive corrections:***

"(Name of student) I need you sat down in your seat completing your Do Now"

"Thank you (name of student), you are really focused"

"Thank you (name of student), you came in silently and sat down straight away"

Step 2

- ***Ask students to do it again (entering the classroom quickly and in silence, greet you etc.)***

- *If a student is not moving quickly and silently*

(Name of student), (Name of student), are moving quickly and silently to their desk

(Name of student not following instructions), I know you can do this faster. Go back and do it again"

(Name of student), (Name of student), have already started their Do Now

(Name of student now following instructions), thank you for doing that with such urgency

Step 3

- ***If more than 2 students are off task or not following instructions, have the whole class Do It Again***

"Class, pause where you are, we can do this faster and better. Take your things with you and line up outside"

"Everyone needs to be lined up outside in 10, 9, 8, 7 etc.... Thank you (name of student) for doing this with such urgency"

- Repeat the expectation
- Do It Again

Step 4

If one student is deliberately and purposefully disruptive and refusing to fix their behaviour, on-call should be sent an email to collect this student to take appropriate action i.e. At DOLs discretion: DOL conversation and detention/departmental relocation/IE

Teacher action for students being disruptive or not following instructions:

1. Repeated instruction(s) specifying exactly 'what to do'
2. Lightening quick correction
3. Do It Again
4. Warning (planner taken and placed on the teacher's desk)
5. If student is deliberately disruptive and refuses to fix their behavior – call on-call for departmental relocation to another classroom in the department for the rest of that lesson
6. Classroom teacher to give work to pupil and send them to the relocation classroom
7. Inform HOD and call parents that night
7. Restorative conversation to happen with the child at the earliest possible convenience, but before the next lesson, ideally detention.

Outright defiance; refusing to follow an instruction -

Examples might be challenging the issuing of a verbal warning, talking back, being openly defiant, refusing to move when asked to change seat.

Move straight to **departmental relocation for 45 mins** – Have a restorative conversation with the child and notify parents same day

Serious incident - refusing to leave the class and go to departmental relocation, verbal, or threatening abuse towards others, endangering the safety or threatening another member of the EGA community.

If the pupil is not taking responsibility for their poor behaviour or refuses to leave the classroom, it should be treated as a serious incident and **On-Call** should be contacted via group email to collect the student. The teacher should immediately enter the incident on EPortal. DoL completes any necessary investigation. The length of stay in the internal exclusion room could be extended or discussed with Vice Principal Culture & Ethos about whether to recommend time in the SDC exclusion to the Principal.

Evelyn Grace Behaviour Pyramid

Meeting & exceeding expectations
Classroom Teacher encourages positive behaviour,
through praise and merits. Every student who
demonstrates our core values is given a merit each
lesson

Level 1
Teacher
1 Negative
Teacher issues a 15m Teacher or Central
detention

Level 2
HODS (DOL support)
2 negative points
45 minute detention /
departmental relocation
Teacher calls home

Level 3
SLT or DOL
3 Negative points
90 minute detention
or IE

Level 4
Principal
Serious Incident
IE, Fixed Term
or
Permanent
Exclusion

values. (Excellence, Endeavour & Self-Discipline)		
1 Negative Point		
No Planner / lack of equipment	15m Tutor detention	Tutor
Unsigned or unprofessional planner.	15m Tutor detention	Tutor
Inadequate H/W	15m Teacher detention	Teacher
Late to lessons	Late mark	Teacher
Inappropriate behaviour in lessons	15m Teacher detention	Teacher
2 Negative Points		
Continued disruption of learning*	Departmental Relocation + 45 minute detention	Teacher
2 late to lesson marks in one day	45 minute detention	DOL
Outright rudeness and defiance	Departmental Relocation + 45m detention. Teacher and HOD meeting.	Staff
No Equipment or PE Kit	45 minute central detention	PE Teacher
Banned Jewellery items or non-uniform	Confiscate + 45 minute detention	Teacher
Missing a 15 minute detention	45 minute School detention	DoL
Poor canteen behaviour Eating food outside the dining hall / chewing / dropping litter/leaving trays and food in canteen	45 minute School detention	Duty member of Staff
Late to school before 9.00 am	45 minute School detention	Safeguarding and welfare officer
3 Negative Points		
Truancy from a single lesson	90m central detention	DoL/SLT
Mobile phone been found, seen or heard	Confiscation & 90 minute detention	DoL/SLT/ Teacher/
Missing a 45m detention	90m School Detention	DoL
Refusal to hand in phone* The phone must be handed in.	SLT Relocation to IE + 90m	SLT/On Call
Graffiti/Vandalism of school property	SLT Relocation to IE + 90m (Pending investigation)	On Call/DOL

Stealing from school community	SLT Relocation to IE + 90m (Pending investigation)	SLT/DOL
Refusing to leave the classroom or relocation	SLT Relocation to IE + 90m	On Call/DoL
Threatening behaviour	SLT Relocation to IE + 90m (pending investigation)	On Call/DoL
Defiance by absolute refusal to follow clear and reasonable instructions	SLT Relocation to IE (Pending investigation)	SLT

Serious Incidents

Serious Incidents	
<ol style="list-style-type: none"> 1. Missing 90m detention (2) 2. Persistent and continued disruption (1-5) 3. Defiance (1-5) 4. Serious and continued bullying (1-5) 5. More serious threatening behaviour (1-5) 6. Fighting (1-5) 7. Bringing the Academy into disrepute (1-5) 8. Use of social media to intimidate, abuse, threaten or bully another member of the EGA community (1-5) 9. Violence or assault (2-5) 10. Bringing outsiders to the academy who threaten or intimidate members of our community. (3-5) 11. Sexually inappropriate behaviour (2-5) 12. Intimidation on race/religion/sexual orientation. (2-5) 13. Having drugs or alcohol in your possession (3-5) 14. Bringing Weapons to the academy or being in possession of weapons whilst wearing uniform (5) 	<p>After informing the Vice Principal responses to these incidents should be discussed with the Principal.</p> <p>Incidents of this nature should always be investigated and student accounts/evidence should be documented and a summary report made with a recommendation of the appropriate sanction. They will be one of the following.</p> <ol style="list-style-type: none"> 1. 90m detention 2. Relocation to IE and 90m detention 3. Day in SDC 4. Fixed Term Exclusion 5. Permanent Exclusion or managed move.

RELOCATION PROCEDURES IN SECONDARY

Relocation from the classroom is designed to ensure that learning is never disrupted and that the classroom remains a calm and orderly space. The guidelines below are designed to help staff at Evelyn Grace Academy know when to use the system.

There is no stigma attached to relocating a pupil and it should be seen as an integral part of The Behaviour Policy. **However, the system is not there for every minor infraction and it is essential for teachers to 'own' their own classrooms.** Please ensure that you use the WTD, Do It Again and 100% techniques to secure compliance in your classrooms.

Departmental relocation - when to relocate to another classroom within your department

However, where a pupil is rude or challenging when their disruption is being tackled, staff can move straight to a departmental relocation.

2. Rudeness to an adult or another member of the Academy (pupil).

Examples might be:

- a) challenging the issuing of a verbal warning or talking back;
 - b) refusing to move when relocated to another teacher within the Department or;
- SLT on-call, relocation to IE.**

Reasons for doing this will be:

- a) refusal to leave the classroom, following departmental relocation
- b) swearing or inappropriate gestures – particularly towards an adult
- c) verbal aggressiveness towards a peer or adult;
- d) bullying or other harmful behaviour;
- e) threatening others – physical or verbal
- f) destruction of another person's or Academy property;
- g) refusing to wear the appropriate uniform;
- h) playing with fire alarms or extinguishers;
- i) vandalism;
- j) deliberate involvement in or instigation of conflict.
- k) sexually inappropriate behaviour;
- l) wilful disobedience or serious disrespect to an adult.

In the case of On-call relocation, all teachers contact the member of on call via email. **The classroom teacher must log the relocation on Bromcom as soon as possible, but by the latest the end of the day.** Where further action may be required an incident report should be completed by the class teacher and sent to the Head of Year.

SYSTEM FOR DETENTIONS

The system for issuing detentions is simple and transparent. There are 2 types of detention in Evelyn Grace Academy: teacher detentions & central detentions. Teacher detentions are led by teachers and Tutors and will be held at either break or lunch or on occasion after school, but only where there is no clash with central detention. Teacher detentions are 15 minutes in length and can be given for non-completion of HW, disruption in lesson or lack of equipment. Every detention should be recorded in the relevant detention page in the pupil planner.

1. Detentions set for lateness

- If a pupil arrives late after 8.25 in the morning, the pupil will sign in late and a 45 minute detention will be written in their planner for that day.
- Students arriving between 8.25- 8.50 will be signed in late and sit a 45 minute detention
- Students arriving between 8.50-9.00 will be signed in late and sit a 60 minute detention
- Students arriving after 9.00 will be signed in late and sit a 90 minute detention
- Students who are late to lesson will be marked late in the class register. Any student who is late 2 or more times in one day will be issued a 45 minute late detention by the DOL the next morning.

2. School detentions

- There is a daily central detention from 3.15pm until 4.45pm in the hall on the first floor. Pupils can accumulate detentions in one day up to the length of 90 minutes.

These detentions are written in the student planner and logged on Bromcom at the time the detention is issued. A text message is also sent home.

Where a pupil fails to attend detention, the consequence will escalate.

Notes on Daily Reports

Type of report	Colour	Purpose	Lead
Student Positive Tracker	White	Monitor behaviour and attitude to learning	Tutor
Department Intervention	Yellow	Monitoring behaviour in a department	Teacher
Pastoral Monitoring Report	Red	Monitoring behaviour across departments	DoL Pastoral Leaders
SLT Monitoring Report	Red	Monitoring behaviour post SDC	AVP VP

IE: Expectations & Routines

Students are placed in the IE as an alternative to exclusion as a result of their involvement in serious incidents or because they have failed to attend a 90 minute detention. Students work in silence and are supervised by the IE manager who also mentors and provides structured activities for reflection. Parents are always contacted when they enter IE. For very serious incidents, it is possible that a student spends several days in the IE.

Students who are wearing the incorrect uniform and have not yet been sent home, or who have been involved in an incident within the course of day will be placed in the internal exclusion room. Students who refuse to go to departmental relocation will also be placed in IE. Where necessary, an investigation will be undertaken to determine whether a student should return to lessons or go to the IE the next day or be recommended for exclusion. Students should bring work with them from lessons and complete work in silence, following an opportunity to reflect. If they were not in lesson work will be provided.

The manager of IE or the person on duty will log the details and reasons for their being there onto Bromcom.

RESPONSIBILITIES AND GUIDELINES

Form Tutors

It is the form tutor's responsibility to form trusting, positive relationships with those in the tutor group. The tutor also promotes students' welfare and their moral and spiritual development. The tutor clarifies school expectations and promotes school rules and policies, reinforced by regular praise for those who arrive on time, fully equipped and in perfect uniform. The tutor is usually the first point of contact with parents. If form tutors make **telephone contact** with parents/carers they will record this on e-portal, in order that the student records are accurate. If students do not respond to **Level 1 or 2 sanctions** including **tutor report** then a referral must be made to the Director of Learning. Tutors will encourage

students to collect merits. Tutors will identify students who deserve a special mention at assemblies.

Head of Department

Subject leaders must have oversight of the policy within their curriculum area and behaviour and rewards should be a **standing agenda item** at department meetings. Under the policy, classroom incidents will be referred in the first instance to the Head of department and who will apply **level 3 sanctions**. If the matter is more serious, such as **level 4**, or students do not respond to **level 3** sanctions then the incident should be referred to the Director of Learning.

Subject leaders will implement a **Relocation** rota within curriculum areas to support colleagues and ensure the learning area is calm. Departments will work collectively with **on-call** to manage corridors and areas around their department. Heads of Department will have oversight of subject reports for their curriculum area.

Director of Learning

The Director of learning will ensure that form tutors are following the policy guidelines especially with regard to rewards and **level 1 – 2** sanctions. If an incident is referred to the Director of Learning from a subject leader **level 4 - 5 sanctions** apply. These sanctions include Director of learning detention, Saturday detention or recommendation for external exclusion. The Director of Learning will keep records and monitor closely students who are at risk of exclusion and are not making the expected academic progress. They will work closely with support staff and Learning Mentors to organize Pastoral Support Plans. The Director of Learning will attend multi-agency meetings with students who are a serious cause for concern and make the necessary inclusion referrals.

The Director of learning has a key role in setting expectations and the ethos amongst the Year group.

Head of Key Stage

The Head of Key Stage has strategic oversight for behaviour across the key stage. The Head of Key Stage will organise and chair regular **Year group behaviour strategy meetings**. They will monitor and support the behaviour and reward policy through line management and daily and are responsible for setting expectations and ethos across the key stage. The Head of Key Stage will recommend exclusions to the Vice Principal Pastoral who will refer to the Principal for the final decision on the exclusion.

Vice Principal Pastoral

The Vice Principal Pastoral has strategic oversight for behaviour across the academy. The Vice Principal Pastoral will organise and chair regular **multi-agency strategy meetings** with students who are a serious cause for concern and will recommend exclusions to the Principal for the final decision. The Vice Principal Pastoral is responsible for the implementation of the culture and ethos policy across the academy. The Vice Principal Pastoral will report to Governors and work with Governors to review the policy.

Year group behaviour strategy meetings

- Identifies students causing concern
- Agrees, implements and monitors strategies to achieve change
- Shares information with all staff so that there is an agreed approach to dealing with identified students

Multi –agency strategy meetings

- Identifies students causing concern
- Agrees, implements and monitors strategies to achieve change in conjunctions with different agencies
- Shares information with staff as required

Principal and Governors

The Behaviour Policy will be reviewed by the governing body in accordance with their action plan and part of the school development plan. Governors will familiarize themselves with the policy and each stage and be fully aware of their involvement. Governors will play an active role by forming and leading the discipline committee for students who reach **level 5**.

PUPIL REMOVAL FROM CLASS

In certain situations, the students behaviour will escalate despite the teacher using the ‘**what to do**’ strategy. In this case the teacher has the right to request that the student be removed from the class. This **MUST** be used as a last resort and professional trust is always that the teacher has tried all the strategies to de-escalate the situation. It is therefore right that the student be removed so that the learning of others is not further disrupted.

DEPARTMENTAL RELOCATION ROOMS

This support mechanism gives teachers the option of moving a student to an alternative room, **when a student’s behaviour prevents teaching and learning**. Departments will organise a timetabled alternative study room to ensure that there is support in place for all timetabled lessons (small departments will work with other departments to organise a joint referral timetable). It is good practice for departments to operate referrals by prior arrangement between teachers to pre-empt difficult situations, or in order to support a less experienced teacher with a disruptive student(s).

The student will receive either a **15minute detention with the teacher** or a **45minute central detention** depending on the nature of the incident. Students will be escorted to the alternative study room.

ON-CALL

On Call is a support mechanism for staff. Each period of the day senior staff and on-call mentors will be on duty in designated areas of the school and available to staff by contacting a specified email address. Their role is to ensure that there is a visible presence of staff at all transitions and to be available to support staff during lessons.

On-call staff will visit classes where there may have been difficulties in a previous lesson and pop into other lessons, supporting staff and ensuring that behaviour in all classes is in line with Academy expectations. On-call is a step in the behaviour system to support teachers and should not be viewed as removing the teachers’ responsibility for managing behaviour in their classroom.

On-call will not be expected to remove students where there has been a minor breach of the Behaviour Policy and where the ‘**what to do**’ **de-escalation strategies** have not been used.

- On-call is used for
 - flat refusal by the student
 - a serious incident
 - continuous disruptions to teaching and learning, which the student refuses to stop
 - threatening and or seriously challenging the teacher’s authority
 - swearing **at** the teacher
- Where possible the classroom teacher will provide work for the removed student
- When a student is removed, the class teacher will write a statement as soon as possible for the Head of Department or Director of Learning and record the incident on e-portal
- The matter will be dealt with by the Head of Department/Director of Learning who will feedback to the teacher on actions taken.

The member of staff on call will log the outcome which, depending on the incident, will either be;

a. Removal to the timetabled Departmental Relocation Room	15m detention with the teacher or a 45 central minute detention. A Restorative conversation before the next lesson.
b. Removal to Internal Exclusion	Student remains in IE and DoL investigates the incident and recommends either 90m detention or further action.to VP. A restorative conversation should be held with the student and the parents before the next lesson.

DETENTIONS

Detentions can be issued by all members of staff. There are 3 types of detentions

- a. **Late detention – 45minute detention served centrally (either for 2 lates to a lesson in one day or being late after 8.25)**
- b. **Teacher/Department detention - 15m (as a direct sanction or after a relocation) or 45minutes for poor quality homework/classwork**
- c. **A central detention – 45m / 90m depending on infringement.**

When a detention is given to the student it must be logged on e-portal and placed in the student planner in the appropriate page. Teachers issuing detentions must log them on e-portal by the **end of lunch** for the student to serve the detention on the same day. A student can accrue up to 90minutes of detentions on the same day.

1. Late detentions

- If a pupil arrives late after 8.25 in the morning, the pupil will sign in late and a detention will be written in their planner for that day.
- Students arriving between 8.30- 9 will be signed in by the Attendance and Welfare officer and a 45 minute detention recorded
- Students arriving after 9 will receive a 90 minute detention

2. Central detentions

There is a daily detention from 3.15pm until 4.45pm in the assembly hall on the first floor. Pupils can accumulate detentions in one day up to the length of 90 minutes.

Where a pupil fails to attend detention, the consequence will escalate. The responsibility for following this up will lie with the DoL supported by the issuing member of staff.

STUDENT REPORTS

Notes on reports

Type of report	Colour	Purpose	Lead
Student Positive Tracker	White	Monitor behaviour and attitude to learning	Tutor
Department Intervention	Yellow	Monitoring behaviour in a department	Teacher
Pastoral Monitoring Report	Orange	Monitoring behaviour across departments	DoL Pastoral Leaders
SLT Monitoring Report	Red	Monitoring behaviour post SDC	AVP VP
PSP	White	Intervention following FE	VP/AVP/DoL

EXCLUSIONS

All decisions to exclude a student can only be legally made if they relate to a breach of disciplinary rules. There are two types of exclusion

Fixed term exclusions

A decision to exclude a student for a fixed period will be taken on a balance of probabilities, only in response to breaches of the Academy's Behaviour Policy, including persistent disruptive behaviour, where these are not serious enough to warrant permanent exclusion and lesser sanctions such as detention are considered inappropriate.

Individual fixed period exclusions will be for the shortest time necessary bearing in mind that exclusions of more than a day or two make it difficult for the student to reintegrate into the Academy.

Where it is clear that fixed period exclusions are not being effective in deterring poor behaviour, for example, if they are being repeatedly imposed on a student in response to the same behaviour, the Principal will consider alternative strategies for addressing the said behaviour.

Permanent exclusions

A decision to exclude a student permanently should be taken only,

- a) in response to a serious breach of the Academy's Behaviour Policy; and
- b) if allowing the student to remain at the Academy would seriously harm the education or welfare of the student or others in the Academy.

Only the Principal, or in his/her absence, the person delegated to act, can exclude a student. Other exclusion-related activities do not have to be undertaken by the Principal personally, and may be delegated.

Exclusions will be imposed immediately where there is an immediate threat to the safety of others in the Academy or the student concerned. Before deciding whether to exclude a student, either permanently or for a fixed period, the Principal will:

- ensure that a thorough investigation has been carried out; consider all the evidence available to support the allegations, taking account of the Academy's behaviour and equal opportunities policies, and, where applicable, the Race Relations Act 1976 as amended and the Disability Discrimination Act 1995 as amended
- promote equality; allow and encourage the student to give their version of events; check whether the incident may have been provoked, for example by bullying, or by racial or sexual harassment;
- if necessary, consult others, but not anyone who may later have a role in reviewing the Principal's decision, for example, a member of the Governing Body. A written record of the actions taken will be kept and copies of written statements made by other members

of staff and including any interview with the student concerned. Witness statements must be dated and should be signed, wherever possible.

Behaviour Panel

A Behaviour Panel comprising of the Head of Key Stage, Vice Principal Pastoral, Senior teacher and up to two governors will meet to consider cases where there is persistent low level inappropriate behaviour and there has been a number of short term exclusions (up to 15 days) in one academic year. The panel will hear the issues, review the interventions which have been implemented to date and consider whether or not to issue a final warning to the student.

Standard of proof

The standard of proof to be applied is the balance of probabilities. If it is more probable than not that the student did what he or she is alleged to have done, the Principal may exclude the student. This is not the same as requiring the criminal standard of 'beyond reasonable doubt' to be applied. But it does mean that when investigating more serious allegations, in determining whether it is distinctly more probable than not that the student has committed the offence, the Principal will need to gather and take account of a wider range of evidence. In some cases this may extend to evidence of the student's past behaviour, if relevant to the seriousness of the present allegation.

Regulations allow for one or more fixed term exclusions which when aggregated do not exceed a total of **45 Academy days** in any one school year.

Exclusion time relates to the student and NOT the institution (therefore previous exclusions elsewhere apply)

If the fixed term exclusion is for a period of 6 days or longer, the Academy must arrange full time education (normally off site) EXCEPT when exclusion is in the final year of compulsory education and the student has already taken or missed their public examinations.

Careful consideration should be taken if it is deemed that an Exclusion 'may' put the safety of the student at risk.

Parents / Carers

In the initial period of up to five Academy teaching days, the parents of an excluded student must ensure that he/she is NOT present in a public place during normal Academy teaching hours, without reasonable excuse. This applies whether or not the student is in the company of an adult. Failure to comply with this requirement is an offence and parents can be prosecuted or given a fixed penalty notice of £50. The level of fixed penalty fine increases with non-payment, and can be up to £1,000.

Parents may request a meeting of the Local Governing Body (LGB) where exclusion is less than five Academy teaching days in one term (attendance of parent at a meeting is at the discretion of LGB or discipline committee). The LGB or discipline committee do not have to meet but it is good practice to do so if asked. The parent can however make written representations against the exclusion which will be considered by the LGB or discipline committee. The LGB or discipline committee cannot overturn the exclusion but they can make a finding that they agree or disagree with the exclusion imposed by the Principal.

Parents have the right to ask for an LGB exclusion hearing in respect of exclusions over five Academy teaching days in any one term.

RETURN FROM EXCLUSION PROCEDURES

- All students will have a re-integration interview before returning to the Academy after a 'fixed term' exclusion with the Director of Learning, the Head of Key Stage or the Vice Principal Pastoral. This will be held at the Academy
- The student must be present at the re-integration meeting
- At least one parent /carer should also be in attendance at the meeting
- The re-integration meeting should be held between the first and final day of the exclusion
- A Restorative Justice meeting will be agreed and arranged as soon as possible where relevant
- All students returning from a fixed term exclusion will follow a programme of reintegration before returning to normal lessons
- After the re-integration period all students will be placed on report to the Director of Learning, Head of Key Stage Head or Vice Principal Pastoral for a maximum of two weeks

Internal Exclusion Room

The IE is a support unit within the academy for students who are at risk of exclusion. They will benefit from behavioural modification, programmes of intervention in order to become successful learners and achieve the expected ambitious Academy's targets in line with our mission.

Referrals to the IE are made through the Vice Principal and Principal and is a decisive and pre-emptive resource designed to sanction a student while teaching them to reflect on their behaviours.

BULLYING POLICY

What is bullying

Bullying is defined as deliberate hurtful behaviour, repeated over a period of time where it is difficult for those being bullied to defend themselves. Bullying can involve one or more individuals targeting a lone victim and can include a 'silent majority' who observe but do not intervene or even incite further bullying.

Bullying procedures

At Evelyn Grace Academy we demonstrate our commitment to making sure our school provides a safe and caring environment through our curriculum, assemblies and PSHE programmes.

All forms of bullying that takes place in the classroom or in or outside the Academy must be reported immediately in the first instance to the Director of Learning or Head of Key Stage. The Director of Learning or Head of Key Stage will investigate the matter fully and as quickly as possible and will make a decision on how to proceed. The action taken will be dependent on the incident but all forms of reported bullying will be taken seriously and followed up immediately. Parents will be notified immediately of any bullying issues involving their son or daughter and feedback will be given as appropriate balancing the interests of all concerned. All bullying incidents will be dealt with in line with national policies and procedures. This may involve disciplining the bullies or reporting the matter to the police or social services. Any disciplinary procedures will take into account any special educational needs or disabilities that the students involved may have. All forms of bullying witnessed by a member of staff must be reported, including homophobic bullying, racist bullying and cyber bullying. It is the responsibility of all staff to take all forms of bullying seriously.

There may many organisations that provide support and advice if a student is worried about bullying.

- Anti-Bullying Alliance
- BeatBullying
- Bullying UK
- Childline
- The Diana Award
- Kidscape

Please also refer to the Bullying section of the Academy's Safe-guarding policy

APPENDICES

Classroom Code of Conduct – Poster 1

CLASSROOM CODE OF CONDUCT

Compliance with teachers

Follow all instructions given to you by your teacher.
Ask your teacher for permission to use the toilet or to leave the classroom.
Immediately hand over your planner/phone/other item when asked to by your teacher.

Completing all work

Remain on task at all times and complete all your class work
Participate in all activities during the lesson.
Write your homework in your planner.
Keep your work neat and presentable.

Respecting others

Exhibit good body language and attitude to learning.
Respect the views of all members of the class.
Treat all members of the class with respect.
No name calling or teasing others during the lesson.

No disruption to learning

Listen carefully without calling out.
Mobile phones should not be seen or heard.
Do not talk unless instructed to do so by your teacher.
Do not argue with the teacher. Discuss any issues respectfully after the lesson.
Do not disrupt learning by making unnecessary noises.
Remain in your chair unless you ask permission from your teacher to move.
Refrain from grooming during the lesson.

Respecting the classroom

Refrain from chewing gum and eating in the classroom.
Refrain from sitting on tables/desks and from putting feet on chairs
Do not throw anything around the classroom
Do not touch the classroom displays.