

## Behaviour for Learning Policy



Approved by	Trust Board	Date: November 2024
Last reviewed	S. Jones	Date: September 2024
Next review due by	S. Jones	Date September 2025

## **Pastoral Ethos, Vision and Aims for our students at Ercall Wood Academy**

**Empower:** We have the opportunity to control our destiny and make a real difference.

**Respect:** Respect for oneself, for others and for the environment.

**Aspire:** Believe in our potential because anything is possible with hard work, resilience, and determination.

### **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 EWA, we want to Empower our children by supporting their growth as individuals who will be effective 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 is 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. EWA 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 EWA. 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.

### **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

### **Legislation and Statutory Requirements**

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- Keeping Children Safe In Education 2022

It is also based on the special educational needs and disability (SEND) code of practice.

In addition, this policy is based on:

- Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy online

## Behaviour for Learning

At EWA, learning is at the heart of our organisation. It is therefore imperative we create an ethos that ensures both students and staff can learn and enjoy learning. As teachers at EWA, we ensure that we promote positive behaviour within the classroom and around the Academy. We recognise that the key to creating this positive ethos is consistency in our approach to students and in delivering high quality lessons. We also believe it is essential to create and nurture positive relationships with all students. Importantly, these relationships support the needs and rights of everyone in our classrooms to be able to learn whilst feeling valued, respected, and safe.

The main aim of this policy is to promote excellent behaviour throughout the Academy community to provide an environment conducive to effective teaching and learning. To keep all children and adults safe, the policy sets out to:

- Clearly define expectations, with regard to behaviour for learning, to staff, students, and parents/carers.
- Recognise that praise plays a very significant part in improving behaviour for learning.
- Define a clear rewards system.
- Present a series of consequences and sanctions which follow if students display unacceptable behaviour.
- Provide a clear system for monitoring and tracking Behaviour for Learning at whole Academy and individual levels.
- Make clear the roles and responsibilities of all staff in managing and implementing rewards and sanctions.
- Defines clearly our dress and uniform code.

## We expect:

### All Staff to:

1. **Engage with entry and exit routine.**
2. Refer to **"Empower, Respect, Aspire"** in addition to **Merit and Repair**.
3. **Model** positive behaviours and build relationships (PiP and RiP).
4. **Consistent and effective application** of rewards including positive phone calls home.
5. **Plan** lessons that engage, challenge, and meet the needs of all learners.
6. Use a **recognition** mechanism throughout every lesson.
7. Be **calm** and give "take up time" when going through the steps. Prevent before sanctions.
8. **Follow up**, retain ownership, and engage in reflective dialogue with learners.
9. **Never ignore** or walk past learners who are behaving badly.
10. Participate in Restorative Conversations

### Middle Leaders to:

1. **Assume the lead** in supporting staff and students in your department.
2. **Be a positive presence** at the start and end of the day (departmental corridors).
3. Be a **visible presence** in the department to encourage appropriate conduct.
4. Seek regular opportunities to **celebrate staff and learners**.
5. Encourage use of the **reward system** including **positive phone calls home**.
6. Ensure **staff training** needs are identified and targeted.
7. **Facilitate follow up**, ensuring staff retain ownership of reflective dialogue with learners.
8. **Use behaviour data** to target and assess interventions.
9. Use behaviour data to ensure subject teams implement the policy with consistency

## Senior Leaders to:

1. **Assume a supportive** role for staff and demonstrate a unified consistency to learners.
2. **Meet, greet and goodbye** at the start and end of the day (Academy site).
3. Be a **visible presence** around the Academy.
4. Seek regular opportunities to **celebrate staff and learners**.
5. Regularly **share good practice**.
6. **Support Middle Leaders** in managing learners with more complex or entrenched negative behaviours.
7. **Use behaviour data** to assess and drive Academy wide behaviour policy and practice.
8. Support staff with restorative conversation CPD
10. Maintain clarity and consistency by using the bi-weekly Behaviour Curriculum
11. Integrate our behaviour expectations with our Personal Development programme

## Students to:

Comply with STAR in the classroom.

**SILENTLY** wait for the first instruction from the teacher

**TAKE** and follow instructions. First time, every time

**ASK** and answers questions – Work hard to develop your understanding.

**RESPECT** classmates and their right to learn.

*Outside of Lessons* (including movement around the building and when representing the Academy in the community or on external trips).

Students are polite, respectful, and safe in their behaviour and attitudes, appropriate to the environment they are in.

Respectful thresholds	Staff will be on time to meet and welcome students into the classroom
Purposeful start	Students will be on time, prepared and ready to learn
Lesson expectations	<b>S</b> Silently listen to the teacher's instructions
	<b>T</b> Take direction and follow instructions, first time, every time
	<b>A</b> Ask and answer questions – Take ownership over your learning
	<b>R</b> Respect classmates and their right to learn
Excellent exits	<b>H</b> Homework – Does it need to be set or handed in?
	<b>A</b> Appreciation – ERA points award to exemplary students
	<b>L</b> Look over – Uniform should be correct before dismissal
	<b>T</b> Turn out – Exit the classroom quietly and respectfully

## Parents to:

- Support their child/children in adhering to this policy, the Academy expectations.
- Inform the Academy of any changes in circumstances that may affect their child's behaviour.
- Discuss any behavioural concerns with the appropriate staff promptly.
- Take responsibility for their child/children when travelling to and from the Academy.
- Engage with the Academy consequence and rewards systems and encourage reflective approach to modify behaviour.

## Rewards, Recognition and Consequences

Our philosophy involves students being rewarded whenever possible.

- Rewards and encouragement are immensely powerful aids to teaching, maintaining high standards of behaviour, and fostering positive relationships within the Academy ethos.
- It is the teacher's responsibility to praise students whenever possible. This may be during lessons, when marking books, work, or assessments and around the Academy.
- As an Academy we promote the PiP (praise in public) and RiP (reprimand in private) approach as advocated by Paul Dix (Pivotal Education).
- All staff are familiar with the rewards and sanction policy and consistently apply it. All teachers, teaching assistants and other paid staff with responsibility for students have the power to sanction students in the academy and (in certain circumstances) outside the academy.

## **We expect staff to support students to develop the social norms that will help our community thrive and achieve:**

- 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 EWA 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.

**Merits** are awarded at increasing value as the level of positive behaviour displayed needs higher levels of recognition.

M1 would be given for good effort, active participation and high-quality work. This can increase to M2 and M3 for sustained and more noteworthy achievements. M4 and M5 is for school wide and community-based achievements.

## **Proactive Behaviour Strategies**

All staff at the academy practise proactive behaviour strategies to ensure that no learning time is wasted, and students can make the maximum possible progress in lessons. These proactive strategies help model positive social norms and support our students in the unwritten rules that are needed for them to function in society, we call these unwritten rules 'social norms.' Below is a summary and explanation of these proactive strategies:

### **• Clear explanation**

- Form tutors will spend one session per week discussing the behaviour with the students in their care. This is to ensure that any drift away from social norms are picked up quickly and support is put in place for those who need it.
- Assemblies are used to communicate key messages about our values.
- All students practise the key academy routines each term.

### **• Restorative approaches** to build positive relationships and support students to...

- establish a respectful rapport with people
- listen and respond calmly, empathically and without interruption or judgment to all sides of an issue
- inspire a sense of safety and trust
- express their thoughts, feelings and needs appropriately
- appreciate the impact of people's thoughts, feelings, beliefs and unmet needs on their behaviours
- find their own solutions

### **• Academy Routines**

- Morning Welcome line ups – making sure that the entrance into the academy is calm, safe, and purposeful.
- Greeting each student – making sure that every student has had a positive interaction with an adult at the start of the day.
- Respectful thresholds – getting the entry into the classroom right.
- HALT – Ensuring students are praised for good work at the end of the lesson and that they are dismissed in a calm, orderly manner.
- Cold Calling – This is a questioning technique used to ensure all students get the chance to engage in their learning and that there is no shouting out in classrooms.
- Positive Framing – All staff are trained to use positive framing to praise those that are getting it right and to encourage others to develop their behaviours.

- **Purposeful transitions**

- Ensuring that no learning time is wasted as students move from one lesson to another. This is to ensure that there are numerous adults that have greeted the student and to support them if they are demonstrating unusual behaviours or drifting away from social norms and to ensure that staff and students remain safe as they travel around the academy.

- **Social Norms in lessons**

- Teachers will insist on social norms by first giving a student a non-verbal cue. This could be eye contact or pausing their speech until a student observes social norms.
- Teachers will then give an unnamed reminder of expectations. This could be saying that they are waiting for one person in the class before the lesson continues.
- Teachers will then give a named reminder - Students may be given an opportunity to re-align with social norms before a sanction is given.

## **We have social norms that all students follow to support our community**

- 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 members 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, walking with purpose and taking the shortest route

## **Rewards and recognition**

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 Merit points
- Whole tutor group Merit points
- 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

### **Presentation Evening**

There is an annual Presentation Evening, held in the Autumn Term, to celebrate the achievement and progress of students during the previous academic year. This involves students from Y7 – Y11.

### **Sports Awards Evening**

There is also an annual Sports Awards Evening where effort and achievement within Physical Education and Sport are both recognised through a number of categories.

## Consequences

The consequences system is built upon our core principles of Empower, Respect, Aspire. Staff are made aware of students additional needs to allow reasonable adjustments to be made in a proactive manner.

Students have restorative conversations at the end of the school day to repair and re-set those all important relationships with staff. Staff are able to come down to greet students and hold those restorative conversations. Alternatively, a Pastoral Year Lead will collect students and take them to the member of staff to facilitate a restorative conversation. The daily attendance list is collated from the data we collect on our Management Information System. Reports made before 12.30 will trigger a restorative conversation that day. Events reported after 12.30 will be scheduled for the following day. Parents are notified on MCAS and via an automated e-mail message. Training is provided for staff and a successful conversation can result in agreement that the sanction is served. If the conversation is not successful, students can be kept up to 30 minutes/40 minutes/60 minutes depending on the severity of the behaviour reported and the level of disengagement the student shows when the teacher is modelling what is expected in the next lesson. We feel that restorative conversations are more effective than traditional detentions. We also use the time allocated to R1-R4 sanctions to address poor quality or incomplete work. They can also be used to support SLT and Pastoral Year Lead intervention for repeated or prolonged behaviours. The aim of our system is to repair, restore and re-set relationships that are essential for learning. We also aim to support students social, moral, spiritual and cultural education.

**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 and racist** language.
- 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 Repair point on the academy information system
- Recording a detention if the student continues to misbehave after sanction points
- 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 the Focus Room
- Alternate Academy-based exclusion at one of the other trust academies.



- Fixed Term exclusion
- Managed move to another school/Academy
- Direction to an off-site provision
- Permanent exclusion for the most serious offences

Classroom Management  
M1/ R1

- Staff will aim to praise and reward positive behaviour verbally
- You will get a warning first but failure to respond may lead to a R1
- This includes lateness

Additional Rewards and  
Sanctions (if warned)  
M2/ R2

- Staff will continue to praise and reward positive behaviour
- Staff will assign an additional sanction for behaviour that disrupts learning or is repeated. This is also where you can create space for a restorative conversation. Detentions will be 30 mins

Subject Leader and SLT  
Involvement  
M3 + R3+

- PYL's and SLT will host longer detentions but will enlist the help of Subject Leaders. This can cover prolonged behaviours that have not been addressed at lower levels of sanction
- Dangerous, reckless, rude and defiant behaviours will be referred at this level

M1	Completion of work (Aspire)
	Active participation when responding to questions (Empower)
	Positive attitude to Learning beyond Academy expectations (Respect)
	Extra-curricular participation (Empower)
M2	Completion of work to a high standard (Aspire)
	Active participation with high quality verbal responses (Empower)
	Higher level demonstration of positive attitude including resilience, perseverance (Respect)
	Acts of kindness at classroom level (Respect)
M3	Additional independent work completed without prompting (Empower)
	Offering additional helpful information that helps support the learning of peers (Empower)
	Demonstration of positive attitude at Department Level – e.g. Supporting Open Evening (Respect)
	Extra-curricular leadership (Aspire)
	Additional or exceptional act of kindness (Respect)
M4	Demonstrating high levels of leadership in the classroom (Aspire)
	Demonstration of positive attitude at School Level – e.g. Supporting school events (Respect)
M5	External Award for work/participation (Aspire)
	Demonstrating high levels of leadership within school and/or the community (Empower)



R1	Off task behaviour today
	Incomplete work today
	Incorrect uniform today
	Shouting out
R2	Off task despite warning today
	Incomplete work today despite warning
	Repeated uniform issues
	Repeatedly not having the correct equipment
	Repeatedly not having the correct PE kit
	Rudeness to staff
	Not following instructions
R3	Prolonged incomplete work despite detentions
	Prolonged uniform or equipment issues
	Swearing
	Removal from lessons
	Repeated rudeness following RC
	Repeated not following instructions following RC
R4	Dangerous or reckless behaviour around site
	Dangerous or reckless behaviour in lessons
	Truancy
	Swearing at a member of staff
	High level Defiance
	Does not attend Detention
	Arriving after 9am
R5	Serious Behaviour that puts school place at risk

Focus Room	Our Focussed Learning Room at EWA allows students to complete their work in the pastoral space, which is supported 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/email. These events will be logged on a student's behaviour log and will be viewable via 'My Child at School.' Students will be escorted to the canteen ensuring they have lunch. Where there may be a safeguarding concern, adjustments may be made.
Trust Isolation	<p>Students may be directed to complete their set work at another trust academy school. They will also not be permitted to be in general circulation 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 these occasions.</p> <p><b>Suspensions:</b> The Academy is committed to reducing suspensions. On the rare occasion that a suspension is deemed as the most appropriate action the Principal and Deputies will ensure all other alternatives sanction are considered.</p> <p>The duration of the suspensions is at the discretion of the Principal. With the aim for the suspension to be for the shortest duration but allowing maximum impact on behaviour modification.</p> <p>Following any suspensions, the lead member of SLT is to conduct a return to Academy meeting with the student and parent, the SENDCO may be present for students with special educational needs. Where appropriate any link member of staff should attend, and a restorative justice approach used.</p>

	The Academy is committed to ensuring support and intervention is offered post suspension to reduce risk of repeated behaviours that negative impact the learning and culture of the Academy.
Aspire	An Aspire Timetable means that students who continuously struggle to achieve in the classroom environment will have their timetables altered or modified to best support their learning needs. This programme may consist of small group academic and pastoral work alongside some external provision.
External Exclusion	<p>The letter, which is issued when a student is excluded, clearly explains the responsibility that the student should not be in a public place during the period of the exclusion. For exclusions beyond 5 days, the Academy 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.</p> <p>The Academy is dedicated in its approach to an inclusive ethos and employs a range of approaches to avoid permanent exclusion linked to negative behaviours. However, the Academy may be forced to consider a permanent exclusion in the event of extreme negative behaviours/actions that may include:</p> <ul style="list-style-type: none"> <li>• Violence</li> <li>• Drug related incident</li> <li>• Possession/use of a weapon</li> <li>• Or any behaviours at the discretion of the headteacher that impact the safety or wellbeing of anyone at EWA.</li> </ul> <p>The Academy supports external programmes of behavioural support and adjusted curriculum offers. Where appropriate the principal may agree to an adapted timetable that links with an external agency. This offer will provide bespoke education and training alongside behaviour modification programmes.</p> <p>The stages of behaviour management at this level are linked to the Local Authority <b>Fair Access Protocol</b>.</p> <p>Key aspects of this process are detailed below:</p> <ul style="list-style-type: none"> <li>• BSAT/LSAT support</li> <li>• Managed Move</li> <li>• Timed intervention and support from the LA Linden Centre and Kickstart Facilities</li> <li>• Local authority alternate provision.</li> </ul>
Direction to off-site provision	In certain circumstances, and at the discretion of the Principal, students may be directed to off-site provision for a longer period of time to support their achievement and progress.
Managed moves	<p>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.</p> <p>Managed Move Procedures:</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> <li>• Work will always be provided for the length of the exclusion</li> <li>• 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</li> <li>• Procedures to appeal against a decision are also clearly outlined in the letter</li> </ul>

- All parents / carers will be able to track their child's 'Lost Learning Time Point' total (should it exist) via 'My Child at School.'

- Whilst students receive sanctions in line with the consequence system, students may also benefit from a form of targeted intervention including PYL, Ethos Champion, SLT Mentoring.

Reasonable adjustments will be made for students with SEND diagnosis.

Some behaviour is highly unacceptable and is therefore highly likely to lead to suspensions and in some circumstances 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 and/or persistent 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 Academy 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 Academy. This is explained in the sexual violence and sexual harassment between children in schools and colleges - May 2018.)

### **Mobile Phones**

Students are not permitted to have a mobile phone visible in the Academy. Any student seen using a mobile phone will have it confiscated immediately and their parents/carers may be called to collect it from the Academy 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 Academy 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").

### **e-Watches/iPods/Music Players**

Students may not use these in the Academy; other than e-Watches for time telling purposes.

### **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 EWA, will be at risk of permanent exclusion.

### **Dress Code – Please refer to Uniform Policy**

- Students should be in full uniform at all times. Reasonable adjustments may be given for students with particular needs. This will be discussed and agreed with the SENDCO and Principal/Vice Principal/Assistant Principals.
- No leather/denim jackets or hoodies.
- No trainers to be worn around the building other than for PE/dance
- Hairstyles should not draw particular attention to the wearer. Strongly coloured hair/shaven heads/razor markings are not permitted.
- Make up/nail varnish is not permitted. In years 10/11 girls may wear a small amount of subtle make up.
- Body piercing and body decoration is not permitted.
- One pair of stud earrings in the lower lobe of the ear and a watch are permissible.

### **High Caffeine/Energy Drinks**

These are not permissible in the Academy and will be confiscated if students are found to be in possession of.

## **Smoking**

Any student found in possession of any form of smoking paraphernalia will trigger the use of the consequence system. Any items discovered will immediately be confiscated and parents informed. The Academy reserves the right to share finding with the Academy PCSO link/ Police if required.

## **Offensive Weapons**

Under no circumstances are students allowed to bring any form of weapon into EWA. Students who do so face permanent exclusion. It is important to note that the term “weapon” may include any “day to day” item used with intent to harm or used in a way that could cause harm.

## **Drugs/Alcohol**

Under no circumstances are students allowed to bring any form of drugs or alcohol into the building – except for prescribed medication which must handed in to our medical staff member – PYL or Qualified First Aider. Students in possession of distributing or using drugs risk permanent exclusion.

## **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 six 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.

## **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/carer 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-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 pose a threat to the safety and wellbeing of students or the good order of the academy.

## **Searching Students**

On the rare occasion when we may need to, Academy Staff have the right to search students, with their consent, for any item which is banned by the Academy rules. EWA follows the guidelines laid out in the DfE document ‘Searching. Screening and confiscation January 2018’.

Very occasionally, but when required, members of the SLT have the power to search students or their possessions, without their consent, where they suspect the student has weapons, alcohol, illegal drugs, or stolen items. Staff of the same sex may only conduct searches. There must always be a witness who, if at all possible, should also be of the same gender. Senior staff can undertake a search, without consent, when they have reasonable grounds for suspecting that a student has a prohibited item. The member of staff concerned will decide what constitutes ‘reasonable grounds.’ Searches without consent will only be conducted on the Academy premises or, if elsewhere, where the member of staff has lawful control of the student, for example on an Academy trip. The person conducting the search may not ask the student to remove any clothing other than outer clothing. Outer clothing means clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear, but ‘outer clothing’ includes hats, shoes, boots, gloves, and scarves.

‘Possessions’ means any goods over which the student has or appears to have control – this includes desks, lockers, and bags. A student’s possessions can only be searched in the presence of the student and another member of Staff.

Reasonable force may be used by the person conducting the search, but this would be a rare event. The member of staff can use their discretion to confiscate, retain and/or destroy any item found as a result of a 'with consent' search so long as it is reasonable in the circumstances. The law protects members of staff from liability in any proceedings brought against them for any loss of, or damage to, any item they have confiscated, provided they have acted lawfully.

### **Informing Parents and Dealing with Complaints**

The Academy is not required to inform parents before a search takes place or to seek their consent to search a child. There is no legal requirement to make or keep a record of a search. EWA will inform parents or guardians where alcohol, illegal drugs or potentially harmful substances are found and ask them immediately into the Academy. If there are any complaints regarding searching, they are dealt with through our complaints procedure which is accessible on our website.

### **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
- 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 7 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 beyond 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.

All staff should insist on responsible behaviour which complies with this policy.

### **Governors Panel**

If a student's behaviour is causing serious concern, the parents and the student may be invited to attend a formal panel. This will determine the final actions required to ensure that the student and parents understand that we will not accept their behaviour. They will be made aware that there are further sanctions available to the Academy. The panel may consist of Principal, Vice Principal, Assistant Principal, and where appropriate, the SENDCo and representative of the Governors. A printed version of these meetings will be sent to parents with clear action plans.

**We ask parents to support our systems so that we work in partnership to ensure the very best for our students.**

## **Supporting our Students at EWA**

There are a number of key staff who support our students on a day-to-day basis.

### **Form Tutor**

All students are placed in form groups upon their arrival at EWA. The form tutor is the student's first point of contact for their pastoral needs. Form tutors see their students at the beginning of the Academy Day during their registration periods. This gives them the opportunity to monitor and drive improvements in the attendance, punctuality, and behaviour of the students in their form on a daily basis.

### **Pastoral Year Leader (PYLs)**

We believe that effective partnership working is key to the implementation of our aims, values, and policy aspirations. To this end, each year group has a pastoral lead, their 'Pastoral Year Leader' (PYL). This provides an extra layer of pastoral support and will help students with any problems they may be encountering in their Academy life and are the primary point of contact between home and academy. PYL's are available for students and parents/carers throughout the day as they are non-teaching staff.

The PYL's play an important role in the support and guidance of our students. For students who may be challenging the academy expectations and demonstrating behavioural difficulties the PYL We also regularly consult with outside agencies such as 'Family Connect, social care, police and others where required. They have a very good understanding of students in their care and monitor key aspects of student life mainly in these areas:

- Behaviour.
- Attendance and punctuality.
- Uniform.
- Communicating with home.
- Working with external agencies who are involved with their students.
- Attending planning meetings.
- Supporting young people who require additional support at EWA.

### **Mental Health**

We work with our students to support any challenges that they may face and enable them to feel heard, accepted and understood on issues such as anxiety, depression, bereavement, loss, stress, relationship difficulties, low self-esteem, and anger management. We facilitate a whole Academy approach as well as close liaison with individuals outside agencies, including other (internal and external) counsellors.

### **Attendance and Welfare**

The Learning Community Trust employs a Trust EWO's EWA has an allocated share of these posts to support, drive and advise on Academy attendance, engagement, and welfare issues. Our EWO works incredibly closely with our Attendance Officer.

### **Police Community Support Officer (PCSO)**

A PCSO is regularly on site to support with any issues, which may arise in the Academy and our community. They offer incentives for children behaving appropriately but also can offer support in tackling anti-social behaviour and criminal activities.

### **Principal and wider Senior Leadership Team**

All of the Leadership Team are involved with our students on a day-to-day basis and have overall responsibility for the support and guidance of our students. Many act as mentors to individual students who require further support. We endeavour to have a member of our SLT available at all times to meet with parents should the need arise.

### **Behaviour Curriculum**

Students are presented with a weekly reminder of our expectations and receive clarity on what actions will result in R1/2/3/4/5 and M1/2/3/4/5. We can add in specific slides when we must respond to something that has happened as we observe students inside and outside of lessons. They receive this planned educational input during Tutor Time.

### **Character Curriculum**

Character education is an integral part of Academy life. It underpins our Academy ethos, dictates our values, and is embedded across the Academy in the following ways which will use a 'caught, taught and sought' approach:

Character is primarily '**caught**' i.e. it is **picked up through the experiences** one has. Therefore, we ensure we create an ethos and environment that nurtures each one of our character traits. For example, our Merit and Repair system are based on developing students' empathy, integrity, and sense of responsibility. We believe that every interaction is an opportunity to develop the good character of our students to help them be smarter and kinder every day.

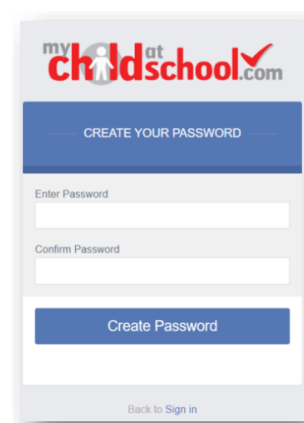
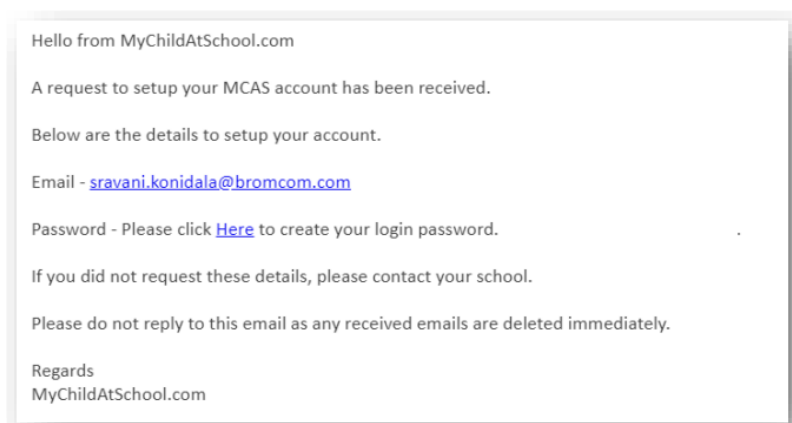
Our character curriculum is **taught through assemblies, tutor time** and through our curriculum. Our assembly programme is created to include all of our character virtues, their meaning and the ways in which the virtues are evident in daily life and how important they are in testing life moments e.g. situations requiring courage, integrity, resilience and resourcefulness. In addition, we devote one tutor time per fortnight to teaching students about each of our character traits.

It is important that one's environment provides opportunities for character to be 'sought' for example, being at Ercall Wood Academy offers students opportunities for the development of **personal habits and character commitments** e.g. good time-keeping, good manners, friendly relations and leadership opportunities throughout the Academy.

### **My Child At School app**



The MyChildAtSchool app is designed to increase the parental engagement between Parents and Schools by sharing key information. Parents have received an email from the Academy with a link to the Parent Login screen, instructing them to create a password.





If parents have more than one Profile using the same Email Address, a popup will appear, select the Profile they wish to use to continue to the Dashboard. Students associated with each Profile are displayed on the right-hand side. Hover over the student icons on the right-hand side to see the student's names associated with each Profile.

If parents have more than one child, the MCAS Dashboard allows them to view multiple student MCAS accounts in one place. All students linked to a parent account will appear in the top left dropdown in the Dashboard with school and student Name. Parents can toggle between different students when viewing a page from the panel on the left-hand side. To view information, including student timetables.

