



George Eliot Academy

The best in everyone

Part of United Learning

Behaviour Policy

Reviewed: Autumn Term 2026

Date of Next Review: Autumn Term 2027

This policy should be read in conjunction with the Academy's Safeguarding, SEND, Anti-Bullying, Uniform and Attendance Policies.

George Eliot Academy Behaviour Policy

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1.Expectations

The purpose of our Behaviour Policy is to ensure that all members of our community have knowledge of the behaviour system and follow it to bring about consistency of practice throughout the Academy.

It also ensures that all pupils understand what constitutes acceptable and unacceptable behaviour and that every pupil understands their choices and the consequences of their decisions. The policy also outlines the rewards that help make the system effective as we recognise that rewards play a vital role in the process of ensuring outstanding behaviour. Our key purpose is to ensure the safety, well-being and success of all our pupils. To ensure success for all, we have in place a range of interventions to support pupils, develop positive relationships and refocus on learning. Poor conduct has consequences for learning and achievement, the safety and wellbeing of our community. High expectations of staff and pupils make a positive contribution to our aim of achieving the 'Being kind and aiming for excellence'.

Our policy is built around our STAR values of Self-discipline, Tenacity, Ambition and Responsibility and is aimed at supporting our pupils to exhibit the values we look to develop in them, and to reflect when they have breached these values.

In applying this policy, the Academy considers its duties under the Equality Act 2010 regarding relevant characteristics protected by that act, notably disability. It also considers the needs of pupils with special educational needs in line with the SEND Code of Practice. The Academy will also have regard to its safeguarding policy where appropriate.

2.Policy Implementation

All staff implement the Academy policy consistently and fairly throughout the academy by setting the standards required to promote positive behaviour.

The senior leadership team of the Academy ensures all staff adhere to the Behaviour Policy and implement effective systems for keeping records of all reported incidents reporting to governors and parents when required and to have a highly visible presence around the Academy engaging with all stakeholders in setting and maintaining a behaviour culture.

Pupils are responsible for: adhering to the STAR values of the Academy and meeting the behaviour expectations outlined in this policy. This includes, but is not limited to, conducting themselves appropriately within the academy environment, moving safely and calmly around the academy site, ensuring their behaviour and conduct support a safe, respectful, and productive atmosphere for all. Pupils are expected to show consideration for others and demonstrate behaviour for learning by being ready and prepared to engage fully in lessons, contributing positively to their own and others' learning. Additionally, when representing the Academy whether on trips, in the community, or during events, pupils should uphold the values and expectations of the academy, acting with pride to reflect positively on the wider academy community.

Parents are responsible for: helping academies develop and maintain good behaviour. To support the academy, parents are encouraged to understand the academy's behaviour policy and where possible, take part in the life of the academy and its culture.

At George Eliot Academy we value our close relationships with parents and encourage parents to work in partnership with the Academy to assist in maintaining high standards of behaviour both inside and outside of the Academy. In particular, that we expect parents to support our values in matters such as attendance and punctuality, behaviour and conduct, uniform, standards of academic work, extra-curricular activities

and homework.

Collaborative relationships between the Academy, pupils, and parents are essential in fostering a supportive and successful learning environment. When all parties work together with mutual respect and shared expectations, pupils are more likely to thrive both academically and socially. Open communication and a united approach to areas such as behaviour, attendance, and academic progress help reinforce consistent messages and create a sense of stability and trust.

In the event of any behaviour issue, the Academy will liaise closely with parents and where practical and, if relevant, other local or national support agencies. The Academy is committed to the continuous reinforcement of the behaviour policy in all that we do to ensure that standards of behaviour are maintained and improved over time. In particular, the policy is reinforced in the following ways:

- Staff Training: all staff are trained in implementing the Behaviour Policy in a consistent and fair manner. There are frequent refresher sessions to ensure that the message remains consistent and that high standards are maintained.
- Assemblies: these are used as an opportunity to reinforce high expectations of behaviour to pupils and to react to any particular issues that may arise.
- Home-academy agreement: this is signed by all pupils before they join the Academy and reinforces to pupils and parents' key messages about standards of behaviour and items that are banned from the Academy.
- Pupil induction and reinduction: this helps pupils to understand what is expected of them at all times as well as the 'why' behind what we do to ensure that pupils see the link between behaviour in academy and our outcomes.
- Academy website: this has a copy of the Behaviour Policy.

3. Rewards

The Academy uses rewards as a strategy to inspire, motivate and celebrate pupils who consistently do the right thing, excel in their academic studies, demonstrate the Academy's STAR values and character, or make a positive contribution to the school community. Our aim is for all lessons to be rewards-led. Rewards should be used wherever possible to promote positive behaviour, secure engagement and foster a positive ethos within lessons and across the Academy.

Praise and rewards are linked to our STAR values and are given when effort is:

- Above the standard for that group
- Above the expected standard for that pupil

All Academy staff can recognise and reward pupils through a range of strategies, including merits awarded via Class Charts, verbal praise, positive communication home, telephone calls to parents/carers, letters, emails, text messages, postcards and public celebration of success through assemblies, Academy communications and social media platforms.

Specific rewards may include:

- Merits and Merit Champion Awards
- Golden Tickets for exceptional work and achievement
- STAR Champion certificates

- 'Character Caught' recognition certificates and postcards
- Principal Awards
- Positive phone calls home and praise postcards
- Skills Builder recognition and awards
- Homework Club and intervention attendance rewards
- Attendance rewards, including Golden Tokens and certificates.
- Leadership merits and house competition awards
- Loyalty cards and prizes for enrichment participation
- Merit milestone prizes.
- Celebration assembly certificates, badges and prizes
- Recognition as departmental, pastoral or merit champions
- Sparx learning rewards.
- Entry into prize draws, including Golden Ticket and attendance prize draws.

4. Behaviour Expectations

In 'Aiming for Excellence, we expect excellent behaviour from all our pupils at all times.

The role of our Academy goes beyond simply preventing poor behaviour and maintaining good order. We systematically promote positive relationships and good manners. The George Eliot Academy expects excellent behaviour from every pupil to avoid the need for sanctions and suspensions and follow Our Motto of 'Be kind and aim for excellence'.

This underpins our values of:

- Self-discipline
- Tenacity
- Ambition
- Responsibility

Excellent behaviour leads to positive and secure relationships which support:

- Teaching and learning
- Academic success
- Personal, social and moral development

If a pupil fails to adhere to the rules set out by the Academy in the classroom during a period of teaching, then the process set out below will be followed. We do not allow pupils to disrupt the learning of others as we fundamentally believe that every pupil is entitled to disruption free lessons.

At George Eliot Academy, we seek to develop pupils who are kind, respectful and committed to excellence. Through high expectations and a culture of hard work and mutual respect, pupils are expected to uphold the Academy's standards in classrooms, corridors, around the site and when travelling to and from the Academy.

All staff are responsible for implementing the Academy's policy consistently and fairly throughout the academy by setting the standards required to promote positive behaviour.

Senior leadership team are responsible for ensuring all staff adhere to the Behaviour Policy and

implementing effective systems for keeping records of all reported incidents, reporting to governors and parents when required, and to be a highly visible presence around the Academy engaging with all stakeholders in setting and maintaining a behaviour culture.

Pupils are responsible for:

- Arriving on time to the Academy each day and to all lessons.
- Wearing the correct uniform and always adhering to the Academy's dress code, in line with the requirements set out in the Academy's Uniform Policy.
- Removing all outdoor clothing, including coats, hats and gloves, when entering classrooms.
- Bringing and maintaining the correct equipment for learning each day.
- Moving sensibly and quietly around the Academy buildings and site.
- Following established entry and exit procedures.
- Behaving in a respectful, polite and courteous manner at all times.
- Eating only during break times and in designated areas.
- Drinking water only during lessons, at the teacher's discretion, and not consuming drinks in corridors.
- **Not using mobile phones, smartwatches, cameras, earbuds, headphones or any other electronic or smart device on Academy premises during the school day.** In line with the Department for Education's statutory *Mobile Phones in Schools* guidance, George Eliot Academy operates as a mobile phone-free environment. This prohibition applies throughout the school day, including lesson times, social times and movement between lessons:
 - If a mobile phone, smartwatch, camera or other electronic or smart device is seen, heard, used, or the Academy is satisfied that it has been used during the school day, it will be confiscated immediately and the appropriate sanction applied in accordance with the Behaviour Policy.
 - The pupil will be issued with a lockable pouch and required to place the device inside. The pouch will remain locked throughout the school day and will be unlocked at the end of the day to allow the pupil to retrieve their device before leaving the Academy.
 - In the first instance, this requirement will remain in place for one term.
 - Where the electronic device is a camera or other electronic device (other than a mobile phone), it will be confiscated and must be collected by a parent/carer.
 - Any refusal to comply will be dealt with in accordance with the Behaviour Policy.
 - Lockable pouches remain the property of the Academy. Where a pouch is deliberately damaged, tampered with or lost, parents/carers may be charged the cost of replacement.
 - Where a mobile phone, camera or other electronic device has been used to take photographs, video recordings or audio recordings on Academy premises, this will be treated as a serious breach of the Behaviour Policy and will result in a more serious sanction.
- Ensuring that books and other learning resources taken home are returned on time and in good condition.
- Respecting the Academy environment by disposing of litter appropriately and not causing damage to buildings, equipment or the wider site.

Parents/Carers are responsible for:

- Communicating with Academy staff in a polite, respectful and constructive manner.
- Ensuring their child attends the Academy regularly and punctually and avoiding holidays during term time.
- Ensuring their child arrives at the Academy on time, wearing the correct uniform in accordance with the Academy's Uniform Policy and properly equipped for learning.
- Supporting the Academy's high expectations for behaviour, attendance, punctuality and conduct, and reinforcing these expectations at home.
- Holding their child to account for their behaviour and supporting the Academy in addressing concerns

and applying appropriate sanctions where necessary.

- Informing the Academy of any circumstances, concerns or difficulties that may affect their child's wellbeing, learning or behaviour.
- Supporting their child to complete homework and engage positively with independent learning opportunities.
- Attending Parents' Evenings, review meetings and other discussions regarding their child's progress, wellbeing and behaviour.
- Working in partnership with the Academy to support and reinforce the expectations set out in this Behaviour Policy. Where concerns arise regarding behaviour, attendance, punctuality or compliance with Academy expectations, parents/carers are expected to work constructively with the Academy and support reasonable interventions, sanctions and strategies put in place to help their child succeed.
- Supporting and complying with the expectations outlined in this Behaviour Policy.
- Supporting the Academy's mobile phone and electronic device expectations, including confiscation procedures, the use of lockable pouches and any sanctions applied in accordance with this Behaviour Policy.

Our expectations of pupil behaviour start with pupils being 'Lesson Ready'. All pupils at George Eliot Academy are expected to be 'Lesson Ready' at the beginning of every lesson as this helps to ensure that learning time is maximised.

The 5 'Lesson Ready' expectations are:

1. Be on time, smart and sitting in silence
2. Have all equipment and homework
3. Follow all instructions the first time
4. Be polite and kind to all
5. Work hard and complete all tasks set to the best of ability

These expectations are displayed around the site and are referred to and reinforced with pupils during assemblies, in pupil induction and re-induction.

Moving around the Academy

Pupils are to move around the Academy in a calm, safe and sensible manner, to demonstrate polite, courteous and kind behaviour.

Pupils and staff are expected to observe the one-way systems in place around the Academy site. No food should be eaten when moving around the Academy buildings.

In the case of a fire alarm sounding, all pupils must make their way in a calm and sensible manner to the fire assembly point, lining up in their tutor group and adopting silence.

Toilets

Pupils have access to toilet facilities before the start of the Academy day, during Break 1, during Break 2 and at the end of the Academy day. Requests to use the toilet during lesson time may be granted at a member of staff's discretion; however, leaving a lesson for this purpose should be regarded as an exception rather than the norm. Pupils with a medical condition or identified individual need may be issued with a toilet pass where appropriate supporting information has been provided by parents/carers and

approved by the Academy.

Any pupil found to have deliberately damaged toilet facilities will be required to contribute towards the cost of repairs or replacement where appropriate and will be sanctioned in accordance with the Behaviour Policy, as such actions demonstrate a lack of respect for the Academy environment.

Pupils must not enter or remain in a toilet cubicle with another pupil. Sharing a toilet cubicle, allowing another pupil to enter a cubicle, or gathering in cubicles is strictly prohibited. Such behaviour presents a significant safeguarding concern and will be treated as a serious breach of the Behaviour Policy. Incidents will be investigated and will result in serious sanctions, including suspension.

Community Expectations

We expect our pupils to be the best advertisement for our Academy at all times and to uphold the Academy's reputation through their conduct, attitude and treatment of others.

Pupils are expected to demonstrate an exemplary standard of behaviour when travelling to and from the Academy, during educational visits, whilst participating in Academy activities, and whenever they are representing George Eliot Academy.

The standards and expectations set out in this Behaviour Policy apply both within and beyond the Academy day. This includes behaviour on the journey to and from the Academy, in the local community before and after school, during weekends and holidays, whilst attending Academy activities, whilst wearing Academy uniform or PE kit, or whenever a pupil can reasonably be identified as a member of the George Eliot Academy community. Any behaviour that brings the Academy into disrepute, adversely affects members of the Academy community, or negatively impacts the safe and orderly running of the Academy may be investigated and sanctioned in accordance with this Behaviour Policy.

Our Community Expectations of pupils are that they:

1. **Move safely** by using pavements and designated crossing points appropriately.
2. **Move purposefully** by travelling directly to and from the Academy unless alternative arrangements have been agreed by parents/carers.
3. **Respect others** by using appropriate language and behaviour at all times and avoiding conduct that may cause distress, intimidation or offence.
4. **Respect the property of others** by not littering, causing damage, entering private property without permission, or disrupting residents and businesses.
5. **Represent George Eliot Academy with pride** by wearing uniform correctly, demonstrating courtesy and kindness, and upholding the Academy's values and reputation.

Pupils must act safely and appropriately on their journey to and from the Academy and at all times when identifiable as a member of the George Eliot Academy community.

All pupils who travel to the Academy by bicycle must obtain a bike permit and wear a suitable safety helmet.

The Academy may apply sanctions, up to and including Permanent Exclusion, where a pupil's behaviour outside the Academy falls below expected standards. This includes behaviour whilst:

- taking part in any Academy-organised or Academy-related activity.
- travelling to or from the Academy.
- wearing Academy uniform or PE kit.
- in the local community before or after the Academy day.
- or where they can otherwise be identified as a pupil of George Eliot Academy.

Sanctions may also be applied where a pupil's behaviour:

- has a negative impact on the orderly running of the Academy.
- poses a risk to the safety or wellbeing of another pupil, member of staff or member of the public.
- brings the Academy into disrepute; or
- adversely affects the reputation of the Academy or members of its community.

This includes inappropriate use of social media, cyberbullying, online misconduct, or any behaviour occurring outside Academy hours that has an impact on the Academy, its pupils, staff or wider community.

Mobile Phones

In line with the Department for Education's statutory *Mobile Phones in Schools* guidance, George Eliot Academy operates as a **mobile phone-free environment**. Pupils must not use mobile phones, smartwatches, cameras, earbuds, headphones or any other electronic or smart device on Academy premises during the school day. This prohibition applies throughout the Academy day, including lesson times, social times, movement between lessons and enrichment activities. Phones and other electronic devices should be switched off and out of sight before entering the Academy site and must remain so until pupils have left the site.

We recognise that some parents/carers may wish their child to carry a mobile phone for safety reasons when travelling to and from the Academy. Where this is the case, parents/carers are expected to ensure that their child understands that the device must remain switched off and unused whilst on Academy premises. Pupils should not use mobile phones or other electronic devices to contact parents/carers during the Academy day, including to report illness, request collection from the Academy, discuss behaviour incidents, or communicate concerns. Pupils who feel unwell or require assistance should speak to a member of staff, who will ensure that appropriate support is provided and, where necessary, that parents/carers are contacted. Parents/carers should not contact pupils directly during the Academy day via mobile phone, messaging services, social media or other electronic means. This includes contacting pupils in response to information received through Class Charts or other Academy systems. Any concerns relating to behaviour, attendance, sanctions or other Academy matters should be directed to the appropriate member of staff.

Where communication between parents/carers and pupils is required during the Academy day, this must take place through the Academy Reception. Reception is open from 8.00am until 4.00pm, and messages will be passed on where appropriate.

The Academy will always contact parents/carers directly where a pupil is unwell, where there are safeguarding concerns, or where staff determine that parental contact is necessary. Pupils should not use

personal devices to arrange collection from the Academy or seek to avoid Academy procedures, sanctions or consequences.

George Eliot Academy operates a **“See it, Hear it, Lose it”** approach to mobile phones and electronic devices. If a mobile phone, smartwatch, camera or other electronic or smart device is seen, heard, used, or the Academy is satisfied that it has been used during the school day, it will be confiscated immediately and the appropriate sanction applied in accordance with the Behaviour Policy. **The reason for its use is not relevant and includes, but is not limited to, communication with parents/carers, family members, friends or other pupils.**

Following confiscation, where appropriate:

- The pupil will be issued with a lockable pouch and required to place the device inside.
- The pouch will remain locked throughout the school day and will be unlocked at the end of the day, allowing the pupil to retrieve their device before leaving the Academy.
- In the first instance, this requirement will remain in place for one term.
- Any subsequent breaches may result in additional sanctions in accordance with the Behaviour Policy.
- **Any refusal to comply will be treated as a serious breach of the Behaviour Policy and is likely to result in suspension.**

Lockable pouches remain the property of the Academy. Where a pouch is deliberately damaged, tampered with, or lost, parents/carers may be charged the cost of replacement.

For the avoidance of doubt, a device may be confiscated where a member of staff has reasonable grounds to believe that it has been used during the Academy day, even if the device has not been physically seen in use.

The Academy's powers to confiscate prohibited items and electronic devices are supported by the Department for Education's statutory guidance on *Mobile Phones in Schools* and *Behaviour in Schools*.

5. Bullying

At George Eliot Academy, every pupil has the right to feel safe, secure and valued. Bullying of any kind is unacceptable and will not be tolerated.

Bullying is behaviour by an individual or group, repeated over time, that intentionally causes physical or emotional harm to another individual or group. Bullying may involve an imbalance of power between those involved.

Pupils who believe they are experiencing bullying, whether in or outside of the Academy, should report their concerns to a member of staff as soon as possible. Parents/carers are also encouraged to raise concerns with the Academy. All reports of bullying will be taken seriously, investigated promptly and dealt with fairly and appropriately.

Where bullying is identified, appropriate sanctions will be applied in accordance with this Behaviour Policy. The Academy will also provide support and intervention for those affected and seek to address the behaviour of those responsible.

To reduce the risk of bullying, including cyberbullying, discriminatory bullying and prejudice-based bullying, George Eliot Academy will:

- Ensure pupils know who to speak to if they are experiencing bullying. This information is regularly reinforced and displayed around the Academy.
- Ensure that every pupil is listened to, taken seriously and appropriately supported.

- Provide a range of reporting mechanisms, including opportunities for anonymous reporting through the Academy website and designated reporting boxes located around the site.
- Investigate all reports thoroughly and take appropriate action.
- Use restorative approaches, where appropriate, to repair relationships and resolve conflict.
- Provide support and educational intervention for pupils responsible for bullying behaviour, encouraging them to reflect on the impact of their actions on others.
- Monitor, track and review bullying incidents to identify patterns and enable proactive intervention and support.

Many incidents reported as bullying originate through social media, group chats, messaging platforms and online gaming outside Academy hours. Parents/carers are responsible for monitoring their child's online activity and ensuring that age restrictions, platform terms and expectations regarding safe and respectful behaviour are followed. The primary responsibility for supervising a child's use of social media and personal devices outside Academy hours rests with parents/carers.

Further information can be found in the Academy's Anti-Bullying Policy.

6. Contextual Safeguarding

At George Eliot Academy, we consider the context and circumstances surrounding a pupil's behaviour and whether it raises any concerns about their safety, welfare or wellbeing. Where a member of staff reasonably suspects that a pupil may be suffering, or is likely to suffer, significant harm, whether within or beyond the Academy, they will follow the procedures set out in the Academy's Safeguarding and Child Protection Policy and report their concerns to a Designated Safeguarding Lead (DSL).

The Academy recognises that behaviour can sometimes be influenced by safeguarding concerns, special educational needs and disabilities (SEND), mental health needs, family circumstances or other vulnerabilities.

The identification of a safeguarding concern, SEND, disability, or any other additional need does not remove a pupil's responsibility to meet the Academy's expectations, nor does it prevent the application of sanctions where appropriate.

Where relevant, the Academy will take account of safeguarding concerns, SEND, disabilities and other individual circumstances when exercising its professional judgement.

7. Supporting Pupils with Special Educational Needs and Disabilities (SEND)

The Academy recognises its duties under the Equality Act 2010 and the SEND Code of Practice and is committed to ensuring that pupils with SEND are supported to access education and successfully meet the Academy's expectations.

The SEND Code of Practice states that persistent disruptive or withdrawn behaviour does not necessarily mean that a pupil has SEND. However, where concerns exist, appropriate consideration should be given to whether there are underlying factors that may be affecting a pupil's behaviour.

When responding to behaviour, the Academy will take account of any known SEND, disability or additional need and will consider its obligations under the Equality Act 2010, including the duty to make reasonable adjustments where appropriate.

The identification of SEND, a disability, safeguarding concern or any other additional need does not remove a pupil's responsibility to meet the Academy's expectations, nor does it prevent the application of sanctions where appropriate.

Where relevant, the Academy will take account of safeguarding concerns, SEND, disabilities and other individual circumstances when exercising its professional judgement.

Further information regarding reasonable adjustments can be found in **Annex A: Reasonable Adjustments for Pupils with SEND and Disabilities**.

Where there are concerns that a pupil may have unidentified SEND, the Academy will follow its SEND referral and identification procedures in accordance with the graduated approach. Further information can be found in the Academy's SEND Policy and SEND Information Report. Discussions with the SENCO may be arranged where appropriate.

8. Consequences Behaviour De-Merits

At our Academy, we encourage all pupils to aim for excellence through high expectations, hard work, and respect for themselves and others. The De-Merit System supports these expectations by providing clear and consistent consequences when Academy standards are not met.

The Academy believes that high standards of behaviour are built on clear expectations, personal responsibility, and consistent consequences. Learning to accept responsibility for choices and actions is an important life skill and helps prepare pupils for further education, employment, and adult life. We therefore expect parents/carers to work in partnership with the Academy in supporting the Behaviour Policy and the sanctions issued in accordance with it.

Behaviour/Reason	Sanction/Action
 - Equipment and standards - Late to lesson - Mobile phone/electronic device heard, seen or used	- Teacher logs D1 on Class Charts - 30-minute after-school detention - Teacher logs D1 on Class Charts - confiscation and lockable pouch and 30-minute after-school detention
 First Instance of disruptive behaviour in a lesson	Teacher logs D1 on Class Charts
 - Equipment and standards - Late to lesson - Mobile phone/electronic device heard, seen or used	- Teacher logs D1 on Class Charts - 30-minute after-school detention - Teacher logs D1 on Class Charts - confiscation and lockable pouch and 30-minute after-school detention
 First Instance of disruptive behaviour in a lesson	Teacher logs D1 on Class Charts
 - Second instance of disruptive behaviour in a lesson - Walked out of lesson - Incorrect PE Kit (refusal to borrow) - Single more serious incident/red line behaviour in a lesson	- Teacher logs D2 on Class Charts - Removal to the Reflection Room and a 60-minute after-school detention
 - Failure to attend an after-school detention - Incorrect uniform - Refusal to follow staff instructions/defiance - Single more serious Incident/red line behaviour - Serious or persistent breaches of the Academy's Behaviour Policy	- Teacher Logs D3 on Class Charts - Removal to Reflection Room and a 60-minute after school detention or - Cluster suspension at a partner school
 - Continued refusal to follow staff instructions/defiance - Serious or persistent breaches of the Academy's Behaviour Policy - Single more serious incident/red line behaviour	- External suspension - Respite placement at a partner school for 2 weeks - Off-site direction (placement at a partner school for up to 12 weeks) - Managed Move - Governor's Behaviour Panel
 - Serious or persistent breaches of the Academy's Behaviour Policy - Single more serious incident/red line behaviour	Permanent exclusion

Overview of De-Merit Stages

D1

There are two types of D1: a D1 Warning and a D1 Standards. A D1 Warning provides pupils with an opportunity to correct their behaviour within a lesson. A D1 Standards is issued where a pupil fails to meet established Academy expectations and carries a sanction.

A D1 Warning is used as an early intervention within a lesson to address a first instance of disruptive behaviour or a low-level breach of expectations. It provides pupils with a clear reminder of the required behaviour and an opportunity to correct their conduct and make positive choices. A D1 Warning does not carry an automatic sanction.

A D1 Standards is issued where a pupil fails to meet established Academy expectations, including those relating to uniform, equipment, lesson punctuality, bringing or consuming fizzy drinks, chewing, compliance with staff instructions, conduct around the Academy site, mobile phone/electronic device use, or other published standards. As these expectations should be met from the outset, a D1 Standards carries a 30-minute after-school detention.

D2

D2 is issued where behaviour escalates, disruption continues, or a more serious incident occurs. Pupils will be removed from lessons and placed in the Reflection Room to allow learning to continue uninterrupted and to provide an opportunity for reflection, regulation, and restorative conversations.

D3

D3 is used for serious incidents, persistent breaches of the Behaviour Policy, or failure to respond positively to previous interventions. This stage will result in an extended period in the Reflection Room or a Cluster Suspension at a partner school as an alternative to External Suspension.

D4

D4 represents a significant escalation and may result in an External Suspension, Respite Placement, or Off-site Direction. This stage is used where behaviour presents a serious concern or where previous interventions have been unsuccessful.

D5

D5 is the most serious stage within the Academy's behaviour system and is applied when a decision has been made to permanently exclude a pupil from the Academy.

Examples of Serious Incidents / Red Line Behaviours

The following are examples of behaviours that may be considered a Serious Incident or Red Line Behaviour. This list is not exhaustive, and the Academy reserves the right to determine the appropriate sanction based on the nature, severity and circumstances of each incident.

- Refusal to follow a reasonable instruction from a member of staff.
- Refusal to surrender a mobile phone or electronic device when requested.
- Refusal to place a mobile phone in a lockable pouch when instructed.
- Walking away from a member of staff when being spoken to or challenged.
- Swearing at, threatening, or showing serious disrespect towards staff.

- Refusal to attend the Reflection Room when directed.
- Failure to comply with the expectations of the Reflection Room.
- Persistent disruption to teaching and learning.
- Leaving a lesson without permission.
- Physical aggression towards another pupil.
- Fighting or encouraging others to fight.
- Bullying, intimidation, harassment, discriminatory behaviour or discriminatory language.
- Entering or sharing a toilet cubicle with another pupil.
- Photographing or recording anywhere on the Academy site without permission.
- Photographing or recording pupils, staff, visitors or Academy activities without permission.
- Uploading, sharing or distributing images, videos or recordings taken on the Academy site via messaging services, group chats, social media platforms or other online platforms.
- Misuse of technology that compromises the privacy, dignity, safety or wellbeing of others.
- Damage to Academy property.
- Theft or attempted theft.
- Behaviour that places the health, safety or wellbeing of others at risk.
- Serious or repeated breaches of the Academy's Behaviour Policy.

Behaviours Likely to Result in Permanent Exclusion

The Academy reserves the right to permanently exclude a pupil for a single serious incident where the circumstances warrant such action. Examples include, but are not limited to:

- Possession, use, supply or suspected supply of illegal drugs or other prohibited substances.
- Possession, use or distribution of drug-related paraphernalia.
- Possession or use of an offensive weapon or any item intended or used to cause harm.
- Violence or threatened violence towards a member of staff.
- Serious physical assault on another pupil.
- Sexual harassment or harmful sexual behaviour.
- Serious bullying, including online bullying.
- Deliberately setting off fireworks, smoke devices, or engaging in behaviour that creates a significant health and safety risk.
- Conduct that may constitute a serious criminal offence.
- Persistent or repeated serious breaches of the Academy's Behaviour Policy where previous interventions and sanctions have been unsuccessful.

Please note: The examples provided above are not exhaustive. The Academy reserves the right to determine the appropriate sanction, including Permanent Exclusion where appropriate, based on the nature, severity and circumstances of each incident.

Online Behaviour

The Academy's Behaviour Policy applies to behaviour both on and off-site, including online activity and the use of social media. Pupils may be sanctioned for online behaviour that negatively impacts the Academy, its pupils, staff, or wider community.

Examples include, but are not limited to:

- Bullying, harassment, intimidation, or discrimination.
- Sharing images, videos, recordings, or personal information without consent.
- Posting false, offensive, or harmful comments about pupils, staff, or the Academy.
- Impersonating other individuals online.
- Misuse of Academy branding, logos, or social media accounts.
- Behaviour that damages the reputation of the Academy or disrupts the orderly running of Academy life.

Where online behaviour occurs outside of the Academy, sanctions may still be applied where the pupil is identifiable as a member of the Academy and the behaviour has caused harm to others, poses a safeguarding risk, or adversely affects the Academy community.

Misuse of social media or technology should be reported to a member of the pastoral team. Such incidents are likely to result in sanctions in accordance with this Behaviour Policy.

The Academy expects the same standards of behaviour online as offline. All members of the Academy community should be treated with kindness, respect, and dignity at all times.

Where an incident involves nude or semi-nude images and/or videos, it will be referred immediately to the Designated Safeguarding Lead (DSL) or Deputy DSL and managed in accordance with the Academy's Safeguarding Policy.

Child-on-Child Sexual Violence and Sexual Harassment

The Academy will not tolerate sexual violence, sexual harassment, or harmful sexual behaviour in any form.

Pupils whose behaviour falls below Academy expectations, whether through language, actions, or online activity, will be subject to appropriate sanctions. Depending on the nature and severity of the incident, sanctions may include suspension or Permanent Exclusion.

The Academy is committed to ensuring that all pupils and staff are able to work and learn in an environment that is safe, respectful, and free from sexual harassment and sexual violence.

Allegations Against Staff

The Academy takes its safeguarding responsibilities extremely seriously. Any allegation of improper behaviour or unprofessional conduct made against a member of staff will be treated with the utmost seriousness and managed in accordance with the Academy's Safeguarding Policy and statutory guidance.

Malicious Allegations Against Staff

The Academy reserves the right to take disciplinary action, including suspension and up to Permanent Exclusion, against pupils who are found to have deliberately invented or made malicious allegations against staff, other pupils, or any other individual.

Reflection Room

The Reflection Room is used to support pupil regulation, maintain the safety and wellbeing of the Academy community, and minimise disruption to teaching and learning.

Pupils remain supervised throughout the day and are expected to work silently on curriculum-based work. Breaks, lunch, and toilet facilities are provided separately from the main Academy population. Pupils have access to drinking water throughout the day and will be provided with a limited lunch option where required.

Upon entering the Reflection Room, pupils will be required to hand over any mobile phone or electronic device before being seated in a designated workspace.

The Reflection Room is supervised throughout the day. Any concerns regarding a pupil's behaviour whilst in the Reflection Room will be referred to the relevant Director of Key Stage and/or Senior Leadership Team.

Any pupil who fails to meet the expectations of the Reflection Room will be subject to further sanctions.

Cluster Suspension

A Cluster Suspension involves a temporary placement within the Reflection Room at a partner school. This intervention provides pupils with the opportunity to reflect on their behaviour whilst continuing their education in a structured environment.

Pupils are expected to comply with the expectations and procedures of the host school at all times. Failure to do so will result in an External Suspension.

It is the responsibility of parents/carers to ensure that their child attends placement for the duration of the sanction. Attendance at a Cluster Suspension constitutes the pupil's educational provision. Failure to attend without a valid reason will be recorded as an unauthorised absence and managed in accordance with the Academy's Attendance Policy. Repeated failure to attend Cluster Suspension placements may result in External Suspension being considered for future incidents.

External Suspension

External Suspension is a serious sanction. The decision to suspend a pupil is made only by the Principal or an authorised Acting Principal.

During the period of suspension, pupils must not attend the Academy and should not be in public places during normal Academy hours unless accompanied by a parent/carer or there is a legitimate reason for doing so.

Following a suspension, parents/carers will normally be invited to attend a reintegration meeting to discuss the incident, review expectations, and agree to any necessary support and next steps.

Governors' Behaviour Panel

A Governors' Behaviour Panel will be convened where a pupil has accumulated 15 or more days of suspension within a term.

The panel will be attended by the pupil, their parent/carer, the Principal, and another member of the Senior Leadership Team, usually the member of SLT responsible for behaviour. Governors will review the circumstances surrounding the suspension that resulted in the threshold being met, alongside the pupil's wider behaviour record and any support or interventions that have been implemented.

The purpose of the panel is to ensure that Governors have the opportunity to consider the evidence relating to the suspension, hear representations from those involved, and determine whether the suspension should be upheld. The panel may also make recommendations regarding future support, interventions, and next steps to improve behaviour and support the pupils' successful engagement with the Academy.

Respite Placement

A Respite Placement is a temporary placement at a partner school for up to two weeks. During this time, the pupil will be educated within the partner school's Reflection Room and will be expected to comply with all expectations and procedures of the host school.

The purpose of a Respite Placement is to provide a period of reflection and intervention whilst allowing the pupil to continue their education in a structured environment. Failure to comply with the expectations of the placement may result in further sanctions, including an External Suspension.

Off-site Direction

An Off-site Direction involves a pupil attending an alternative educational placement, including a partner school, for a fixed period of time. This intervention may be used where additional support, a different learning environment, or a period away from the Academy is required to address concerns regarding behaviour.

The pupil remains on the Academy's roll throughout the placement and is expected to comply with the rules and expectations of the host provision. The Academy will continue to monitor attendance, behaviour, and progress throughout the placement, with regular reviews taking place to determine next steps.

Managed Move

A Managed Move is a voluntary agreement between schools and parents/carers to transfer a pupil to another school. A Managed Move may be considered where a fresh start in a new educational environment is considered to be in the pupil's best interests and may help prevent a Permanent Exclusion.

The placement will usually be reviewed over an agreed period to determine whether the move should become permanent. Parents/carers must agree to a Managed Move before it can proceed.

Permanent Exclusion

A Permanent Exclusion is the most serious sanction available to the Academy. The decision to permanently exclude a pupil is made only by the Principal or an authorised Acting Principal.

Permanent Exclusion will be considered where there has been a serious breach or persistent breaches of the Behaviour Policy or where allowing a pupil to remain in the Academy would seriously harm the education, safety, or wellbeing of other pupils or staff.

Examples of behaviour that may result in Permanent Exclusion include, but are not limited to:

- Serious violence or physical assault.
- Extreme or repeated acts of violence.
- Violence or threatened violence towards a member of staff.
- Possession, use, or supply of illegal drugs.
- Possession or use of an offensive weapon.
- Serious bullying or intimidation.
- Serious harmful sexual behaviour.
- Serious damage to Academy property.
- Conduct that places the safety of others at significant risk.
- Repeated serious breaches of the Behaviour Policy following previous sanctions and interventions.

Please note: This list is not exhaustive, and all decisions will be made with regard to the individual circumstances of each case.

DfE guidelines: [School suspensions and permanent exclusions - GOV.UK](https://www.gov.uk/guidance/school-suspensions-and-permanent-exclusions)

Participation in Academy Activities and Privileges

A pupil's behaviour record will be considered when determining participation in Academy trips, visits, enrichment activities, rewards, leadership opportunities, and other privileges. Pupils whose behaviour does not meet Academy expectations will not be permitted to participate.

Detentions

Detentions are an important part of the Academy's Behaviour Policy and may be issued by any member of teaching or support staff.

In line with current Department for Education guidance, schools are not required to provide parents/carers with advance notice of an after-school detention, nor is parental consent required for a detention to take place.

When issuing a detention, the Academy will have regard to the welfare of the pupil and any safeguarding concerns. Where parents/carers believe exceptional circumstances exist that would prevent a pupil from attending a detention, they must contact the Academy and provide appropriate evidence. Requests will be considered on a case-by-case basis.

The Academy expects all pupils to attend detentions as issued. Requests for an after-school detention to be replaced with a Break 1 or Break 2 detention will not be agreed. Parents/carers cannot withdraw a pupil from a detention or refuse permission for a detention to take place.

Where a pupil has formally recognised caring responsibilities through Young Carer status or another exceptional evidenced circumstance, reasonable adjustments may be considered at the Academy's discretion.

Importance of Detentions

Detentions are an important part of the Academy's behaviour system and play a key role in maintaining high standards of behaviour. They provide pupils with an opportunity to reflect on their choices and reinforce the Academy's expectations. The Academy expects parents/carers to support the Behaviour Policy and ensure that pupils attend detentions when issued. Failure to do so undermines the Academy's ability to apply

sanctions fairly and consistently.

Failure to attend a detention without an Academy-approved reason will result in further sanctions. Parents/carers cannot withdraw a pupil from a detention or refuse permission for a detention to take place. Where a pupil fails to attend a detention because a parent/carer has instructed them not to attend, the detention will be treated as not having been completed and the appropriate escalation will be applied in accordance with the Academy's Behaviour Policy.

Break Detentions

The only break detention issued by the Academy is for pupils who arrive late to school before 9:00am. Failure to attend a break detention will automatically result in an after-school detention being issued.

Failure to Attend Detentions

Failure to attend an after-school detention will result in the detention being rearranged for the following day. A second failure to attend an after-school detention will result in a D3 sanction being issued.

Where a pupil refuses to attend a detention, leaves a detention without permission, walks away from a member of staff, or refuses to follow reasonable instructions relating to the detention process, this will be considered a Serious Incident/Red Line Behaviour and will result in escalation in accordance with the Academy's Behaviour Policy.

Permitted detention times include:

- Any Academy day on which the pupil does not have permission to be absent.
- Weekends, excluding the weekends immediately before or after a half-term holiday.

9. Use of reasonable force

At George Eliot Academy, our approach to the use of reasonable force is informed by the Department for Education guidance, *Use of Reasonable Force in Schools* [Use of reasonable force in schools - GOV.UK](#). Reasonable force means using no more force than is necessary and will always depend on the circumstances of each individual case.

All members of Academy staff have a legal power to use reasonable force. Reasonable force may be used to prevent pupils from committing an offence, injuring themselves or others, damaging property, or causing significant disruption to the safe and orderly running of the Academy. Staff may also use reasonable force when they have lawful control or charge of pupils off-site, for example during educational visits or other authorised Academy activities.

Reasonable force may be used to control or restrain a pupil where it is reasonable and proportionate to do so. This may include, but is not limited to:

- Defending themselves or others from physical attack.
- Preventing a pupil from committing a criminal offence.
- Preventing a pupil from causing injury to themselves or others, including through fighting or dangerous behaviour.
- Preventing serious damage to property.
- Preventing a pupil from leaving a classroom or other area where doing so would place themselves

or others at risk.

- Preventing behaviour that is seriously disrupting teaching, learning, or the safe operation of the Academy.

There is no legal definition of reasonable force. Any use of force must be reasonable, proportionate, and no more than is necessary in the circumstances.

10. Prohibited items and searches

Principal and authorised members of staff have the statutory power to undertake a search of a pupil or their possessions (without their consent) if there are reasonable grounds to believe that the pupil has in their possession an item that has been, or is likely to be, used to commit an offence, or to cause personal injury to any person (including the pupil being searched), or cause damage to property, or the pupil has, or is reasonably suspected to have in their possession e.g. a weapon or illegal drug.

Searches without Consent

The Principal and authorised members of staff have the legal power to search a pupil or their possessions, without consent, where there are reasonable grounds to suspect that the pupil is in possession of a prohibited item or an item that has been, or may be, used to commit an offence, cause injury, or damage property.

The Academy may conduct a search without consent where there are reasonable grounds for suspicion.

Prohibited items include:

- Knives, weapons, or any item that could be used as a weapon.
- Alcohol.
- Illegal drugs.
- Stolen items.
- Tobacco products, cigarette papers, vapes, and associated paraphernalia.
- Fireworks.
- Pornographic or otherwise inappropriate material.
- Any article that has been, or is likely to be, used:
 - to commit an offence;
 - to cause injury to any person; or
 - to cause damage to property.
- Matches, lighters, or other means of starting a fire.
- Water pistols or imitation weapons.
- Chemical substances, including so-called "legal highs".
- Laser pens or pointers.
- Sharp objects, including scissors or needles, where there is no legitimate educational reason for possession.
- Aerosol cans.
- Correction fluid.
- Nuts or other products that may present a significant risk to members of the Academy community with severe allergies.
- Mobile phones, smart devices, cameras, or other electronic devices where their possession or use presents a safeguarding risk.
- Visible headphones, earbuds, or similar audio devices.

The Academy reserves the right to confiscate prohibited items and dispose of them appropriately. Where

necessary, items may be handed to the police or another relevant agency.

Parents/carers will be informed whenever a search has taken place, regardless of whether any prohibited items are found.

Searches will be conducted in accordance with statutory guidance and will be carried out respectfully and proportionately.

Searches may require a pupil to remove outer clothing only. Outer clothing includes items such as coats, blazers, hats, shoes, boots, gloves, and scarves.

A pupil's possessions include any item over which they have, or appear to have, control, including bags, desks, and other personal belongings.

Refusal to Comply with a Search

Where a pupil refuses to comply with a lawful search, this will be treated as a Serious Incident/Red Line Behaviour and sanctions will be applied in accordance with the Academy's Behaviour Policy.

Authorised members of staff may conduct a search without consent where there are reasonable grounds to suspect that a pupil is in possession of a prohibited item. In certain circumstances, reasonable force may be used where permitted by law and where it is reasonable and proportionate to do so.

Electronic Devices

Where an electronic device, such as a mobile phone, tablet, smart device, or camera, is confiscated as part of a search or investigation, the Academy may examine the device where there is good reason to believe it contains material that:

- Poses a safeguarding risk.
- Has been used, or may be used, to cause harm to others.
- Has been used, or may be used, to disrupt teaching and learning.
- May constitute evidence of a breach of the Academy's Behaviour Policy.
- May constitute evidence of a criminal offence.

Any decision to examine the contents of an electronic device will be made in accordance with statutory guidance and the Academy's Safeguarding Policy.

Where material is suspected to constitute evidence of a criminal offence, the device will be secured and referred to the Police without delay. This includes, but is not limited to, incidents involving nude or semi-nude images.

The Academy may retain an electronic device where it contains evidence relevant to a safeguarding concern, a breach of Academy policy, or a criminal investigation. The Academy may also delete data where permitted by law and where it is considered appropriate to do so.

Academy staff may seize any prohibited item found as a result of a search, together with any item considered harmful, unsafe, or detrimental to the welfare of others or to good order and discipline within the Academy. All confiscated items will be dealt with in accordance with statutory guidance and Academy procedures.

11. Drugs, Alcohol, Vapes and Other Prohibited Substances

George Eliot Academy operates a zero-tolerance approach to illegal drugs and other prohibited substances to safeguard the health, safety, and wellbeing of all pupils, staff, and visitors.

This policy applies to all Academy and Academy-related activities, whether on or off-site, including educational visits and journeys to and from the Academy.

For the purposes of this policy, the term "drugs" includes:

- Illegal drugs.
- Alcohol.
- Tobacco products.
- Vapes and e-cigarettes.
- Volatile substances.
- So-called "legal highs".
- Any substance intended to resemble or imitate a drug.
- Drug paraphernalia or any item associated with the use, preparation, storage, manufacture, or supply of drugs.

Prescription and over-the-counter medication are managed separately. Parents/carers must inform the Academy where a pupil requires medication during the Academy day so that appropriate arrangements can be made in accordance with the Academy's medical procedures.

Pupils will receive age-appropriate education regarding drugs, alcohol, vaping, and substance misuse through the Academy's Personal Development and PSHE curriculum. The Academy may also work with external agencies and specialist services to support education, prevention, and intervention.

Drugs-Related Incidents

Any pupil involved in a drugs-related incident will be sanctioned in accordance with the Academy's Behaviour Policy.

The possession, use, supply, suspected supply, or distribution of illegal drugs, prohibited substances, or drug-related paraphernalia will be treated as a Serious Incident and may result in suspension or Permanent Exclusion.

In particular:

- The supply, suspected supply, or distribution of illegal drugs will normally result in Permanent Exclusion.
- The possession or use of illegal drugs may result in Permanent Exclusion.
- The possession or use of alcohol, vapes, tobacco products, or other prohibited substances will result in serious sanctions and may lead to suspension or Permanent Exclusion, depending on the circumstances.

Where appropriate, the Academy may seek advice from the Police and other relevant agencies. Any decision by the Academy to categorise behaviour as the supply or suspected supply of drugs is made solely for the purposes of applying the Academy's Behaviour Policy and does not constitute a criminal conviction or legal finding.

The Academy recognises that some pupils may require support as well as sanction. Where appropriate, pupils may be referred to pastoral, safeguarding, health, or specialist support services.

Confiscation of Drugs and Related Items

Any drugs, suspected drugs, prohibited substances, or drug-related paraphernalia found on Academy premises or during an Academy activity will be confiscated and dealt with in accordance with statutory guidance.

The Academy reserves the right to search pupils and their possessions where there are reasonable grounds to suspect the presence of prohibited substances, in line with the Academy's Search and Confiscation procedures.

Where appropriate, confiscated items may be handed to the Police or another relevant authority.

Parental Involvement

The Academy will normally inform parents/carers where their child has been involved in a drugs-related incident.

However, in exceptional circumstances, safeguarding considerations may mean that informing parents/carers immediately is not in the best interests of the child. In such cases, decisions will be made in consultation with safeguarding professionals and, where appropriate, other relevant agencies.

Annex A: Reasonable Adjustments for Pupils with SEND and Disabilities

Guidance

This guidance is informed by the Equality Act 2010, the Children and Families Act 2014, the SEND Code of Practice, and the Department for Education's *Behaviour in Schools* guidance.

Rationale

George Eliot Academy is committed to being an inclusive Academy where all pupils are supported to achieve their potential. We recognise that some pupils may require reasonable adjustments to enable them to understand, access and successfully meet the Academy's behaviour expectations.

Reasonable adjustments are considered on an individual basis and may be informed by professional advice, identified SEND, disability, or other relevant needs. Where appropriate, the Academy will use the graduated approach of **Assess, Plan, Do, Review** to determine whether reasonable adjustments are required.

The existence of SEND or a disability does not remove a pupil's responsibility to meet the Academy's expectations, nor does it prevent the application of sanctions where appropriate. The purpose of reasonable adjustments is to support pupils in understanding and meeting those expectations.

Examples of Reasonable Adjustments:

Reasonable adjustments will be tailored to individual need and may include:

- Increased use of praise and positive reinforcement.
- Attendance at Homework Club.
- Adjustments to seating plans.
- Short, clear and repeated instructions.
- Visual prompts, checklists or reminders.
- Private communication of warnings and expectations.
- Access to an agreed sensory or regulation aid.
- Chunking of tasks into manageable steps.
- Access to a designated champion member of staff.
- Access to check-in support where appropriate.
- Restorative conversations following incidents.
- Other adjustments identified through professional advice or the graduated approach.

These examples are not exhaustive and do not constitute an entitlement. Adjustments will be determined on an individual basis according to need and the Academy's professional judgement.

Where a pupil has an Education, Health and Care Plan (EHCP), any agreed learning strategies, provision and reasonable adjustments will be reflected within the plan and reviewed through the annual review process.

Identifying Additional Needs

Where concerns arise that a pupil may have unidentified SEND, the Academy will follow its SEND referral and identification procedures in accordance with the graduated approach. Further information can be found in the Academy's SEND Policy and SEND Information Report. Discussions with the SENCO may be arranged where appropriate.