



George Eliot Academy

The best in everyone

Part of United Learning

# Behaviour Policy

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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 helps make the system effective as we recognise that rewards play as vital a role in the process of ensuring outstanding behaviour. Our key purpose is to ensure the safety, well-being and success of all our pupils. In order 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 in 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 takes into account its duties under the Equality Act 2010 regarding relevant characteristics protected by that act, notably disability. It also takes into account the needs of pupils with special educational needs in line with the SEND Code of Practice 2015. The Academy will also have regard to its safeguarding policy where appropriate.

## **2.Policy Implementation**

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

The senior leadership team of the Academy to ensure 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 be a highly visible presence around the Academy engaging with all stake holders 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 school environment, moving safely and calmly around the school 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 school, acting with pride to reflect positively on the wider school community.

Parents are responsible for: helping schools develop and maintain good behaviour. To support the school, parents are encouraged to understand the school's behaviour policy and where possible, take part in the life of the school 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.
- Standardised display: all classrooms display consistent behaviour posters to ensure that pupils are constantly reminded of what is expected of them.
- 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-school 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 school and our outcomes.
- Academy website: this has a copy of the Behaviour Policy.

### **3. Rewards**

The Academy uses rewards as a strategy to inspire, enthuse and celebrate pupils who do the right thing and excel in their academic studies or show exceptional behaviour. Our aim is for all lessons to be rewards led. The use of rewards should be used before sanctions in order to develop a positive ethos in the classroom and around the building.

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

- Above the standard for that group
- Above the standard for that pupil
- Consistently good

All the Academy staff are able to use rewards such as merits via Class Charts, verbal praise, telephone calls to parents and the organisation of letters, texts, emails or postcards to parents and public celebration of success in forums such as the Academy's bulletin and social media accounts.

Specific rewards include:

Principal awards

### **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.

In order to develop pupils who are kind and aim for excellence through high expectations, hard work and respect for self and others we have high expectations in classrooms and in corridors. This includes the time spent journeying to and from the George Eliot Academy.

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

Senior leadership team are responsible for: To ensure 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 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 for morning and afternoon Academy and to all lessons during the day;
- Wearing the correct uniform and follow the expected dress code;
- Removing all outdoor clothing when entering the building (coats, hats, gloves etc.);
- Having the correct equipment for the day;
- Moving sensibly and quietly around buildings;
- Following our entry and exit routines into buildings;
- Behaving in a respectful, polite and courteous manner at all times;
- Eating only at break and lunchtime and in permitted areas;
- Drinking only water during lesson time and not drinking in corridors, at the teachers discretion;
- Not using mobile phones for any reason on Academy site; mobile phones are prohibited in school, if a mobile phone is being used, this will be confiscated;
- Being responsible for ensuring that books taken home are returned on time and in good condition;
- Respecting the Academy/Academy environment, not littering or causing damage to the Academy/Academy site

Parents/Carers are responsible for:

- Communicate with staff in a polite and respectful way;
- See that the pupil attends the Academy regularly, and avoid taking holidays in Academy time;
- See that the pupil is on time to Academy, in uniform and properly equipped to learn;
- Keep the Academy informed of any concerns or problems which might affect the pupils work or behaviour;
- Accept the Academy's policies and guidelines for behaviour;
- Ensure my child completes their homework and support other opportunities for engagement in home learning;
- Attend Parents' Evening and discussions about my child in order to work with the Academy to ensure my child's progress;
- Accept and agree to abide by the Academy policy on mobile phones;

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 in each classroom 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 before lining up in their tutor group and adopting silence.

#### Toilets

Pupils have access to toilets before the start of the day, at Break 1 and Break 2. Staff are able to use their discretion regarding polite requests to visit the toilets during lesson time but leaving a class for this purpose should always be viewed as an exception rather than a rule unless the pupil in question has a toilet pass confirming a medical condition or other individual needs.

If a pupil is found to have damaged the toilets will be charged and will be sanctioned as they have not shown respect to our environment.

#### Community Expectations

We expect our pupils to be the best advertisement for our Academy at all times and have an outstanding reputation for the way that they behave and treat others.

Pupils are expected to demonstrate an exemplary standard of conduct on the journey to and from school, on school visits and when representing the school. Pupils are to be mindful that they represent the Academy at all times and are expected to positively promote themselves and the school.

#### Our Community Expectations of pupils are that they:

1. Move safely: Always walk on the pavements and use crossings safely.
2. Move quickly: Move with pace and purpose directly home.
3. Respect others: Do not use inappropriate language or physical contact and do not raise your voice above speaking volume.
4. Respect the property of others: Do not lean on cars or walls, enter private property, disturb local businesses, or drop litter.
5. Represent George Eliot Academy with Pride: Wear uniform correctly and be polite and kind to everyone.

Our Behaviour Policy covers behaviour not only within the Academy but also outside the Academy. We will sanction pupils, up to and including Permanent Exclusion, for any behaviour which contravenes our policies when a pupil is:

- taking part in any Academy-organised or Academy-related activity.
- travelling to or from the school.
- wearing our uniform, or in some other way identifiable as a George Eliot Academy pupil.
- or for behaviour which at any time:
  1. could have repercussions for the running of the Academy.
  2. poses a threat to another pupil or member of the public.
  3. could adversely affect the reputation of the Academy.

Pupils must act safely and appropriately on their route to and from Academy and on the Academy site at all times.

All pupils who choose to travel to Academy by bike, must obtain a bike permit, which includes wearing a helmet.

Even where the above conditions above do not apply, the Behaviour Policy can extend to any misbehaviour which could have repercussions for the orderly running of the Academy. This will include any instances of cyberbullying or miss-use of social media.

### Mobile Phones

Our pupils are not allowed to have their phone out at any time in the Academy day. If a phone is seen or heard, then it is confiscated and retained in the Academy office and the parent is notified. The pupil can collect the mobile phone after 4.00pm on the same day.

If this reoccurs then the Academy will look to put a safety plan in place where the pupil is to hand in their phone every morning and collect at the end of the day for the rest of the term.

We operate a 'See it, Hear it, Lose it' policy with regard to mobile phones.

This simply means that a mobile phone will be confiscated if it is seen or heard on the Academy's grounds.

- This restriction is in place at all times while pupils are on the grounds of the Academy; this includes when pupils arrive and leave at the end of the day. It is also in place after enrichment clubs have finished. Phones should be turned off (not just put on silence) and put away before pupils enter the Academy gates and not turned on again until they have left the site.
- We recognise that some parents/carers, in the interests of their child's personal safety, may wish their child to have their mobile phone with them for their journey to and from the Academy but must stress the importance of parents/carers clearly communicating that this must be turned off at all times on site.
- Pupils will be able to contact staff if there is an emergency and they require to speak with their parent/carer although we do not envisage this to be necessary. Whether or not a situation is an emergency can only be determined by a member of staff.
- We will ensure that any important messages are relayed to your child through the day if you leave a message at reception. However, please be aware that this facility should only be used for emergency
- Pupils who refuse to hand in their phone to a member of staff will be placed in the Reflection Room for the rest of the day. In these instances, parents will be contacted by the relevant pastoral leader. Refusal to go into Reflection Room may result in a suspension.

\*Please note that if a member of staff does not physically see the phone, then this can still be confiscated if they are sure the pupil has been using it i.e. text has been sent to parents.

The right of the school to confiscate mobile devices is outlined in the Department for Education guidance: Mobile phones in schools - February 2024 ([publishing.service.gov.uk](https://publishing.service.gov.uk))

## **5. Bullying**

At George Eliot Academy we believe that every child has the right to feel safe and secure, to learn in an environment where bullying is not tolerated. We aim to create and maintain an ethos in which pupils feel safe to report bullying and confident in our ability to deal with bullying quickly and effectively. We take all claims of bullying extremely seriously, resolve individual issues promptly, fairly and with a view to teaching positive behaviours for the future.

Bullying is a behaviour by an individual or a group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. It may involve an imbalance of power between the perpetrator and the victim. Bullying will not be tolerated at the Academy. Pupils who feel they are being bullied either in or outside the Academy can report this to any member of staff. There are also a designated team of staff who pupils are encouraged to report any concerns to. This also applies to parents/carers who are encouraged to report any incidents of bullying to the Academy, usually this will be done via the child's year team, where a thorough investigation will take place. Any pupil seen to be the perpetrator of bullying (as defined by the definition above) will be sanctioned according to the behaviour policy at the Academy.

In order to reduce the risk of bullying, including cyberbullying, prejudice-based and discriminatory bullying, and to ensure that where pupils experience bullying behaviour they are supported, at George Eliot Academy we ensure the following:

- Pupils are informed of which members of staff to speak to if they are experiencing bullying behaviour. This is regularly reinforced and visible around the Academy.
- We ensure that every pupil is listened to, that every pupil is taken seriously and that every pupil is cared for and supported.
- We have an online reporting system on our website which allows for pupil to report, anonymously, any concerns that they have.
- Where bullying behaviour has been identified, restorative meetings between the perpetrator and the victim are conducted by the pastoral team.
- As part of the educative intervention, the perpetrators of bullying receive support which encourages them to reflect on the impact of their behaviour on others.
- Bullying incidents are tracked and reviewed for patterns so that we can intervene proactively to support pupils.

## **6. Contextual Safeguarding**

At George Eliot Academy, we always consider the context and motive of a pupil's misbehaviour and whether it raises any concerns for the welfare of the pupil. Where a member of staff reasonably suspects that a pupil may be suffering, or is likely to suffer significant harm, whether inside or outside of school, they will follow the procedures set out in the Safeguarding Policy and discuss their concerns with the school's Designated Safeguarding Lead, without delay.

Where disruptive behaviour might be the result of unmet educational needs, or any other needs, George Eliot Academy will discuss concerns with the pupil's parents/carers accordingly and implement support for the pupil which allows for pupils to successfully meet expectations.

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

The SEND Code of Practice (2014) states that, 'Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEN. Where there are concerns, there should be an assessment to determine whether there are any causal factors such as undiagnosed learning difficulties, difficulties with communication or mental health issues. If it is thought housing, family or other domestic circumstances may be contributing to the presenting behaviour a multi-agency approach, supported by the use of approaches such as the Early support Assessment, may be appropriate. In all cases, early identification and intervention can significantly reduce the use of more costly intervention at a later stage.'

In applying sanctions, especially those with serious consequences, the Academy undertakes to take reasonable steps to avoid placing pupils with SEND or a particular vulnerability at a particular disadvantage compared to other pupils, in accordance with the Academy's obligations under the Equality Act 2010. With this in mind, when sanctioning, the behaviour of pupils with SEND will be carefully considered which means that:

- a consideration of whether behaviour on a particular occasion was affected by their SEND, this being a question of judgement based on the facts of the situation.
- where it is considered that the pupil's SEND did contribute to the misbehaviour, that a sanction will be imposed where it is considered appropriate and lawful to do so.
- a consideration of whether any reasonable adjustments need to be made to the sanction in response to any SEND the pupil may have.

It is important to note that this does not mean that pupils with an identified SEND do not receive sanctions here at George Eliot Academy, but rather that these sanctions are carefully considered in order to ensure that they are appropriate and that they have taken into account the needs of the pupil.

### Adaptations / Reasonable Adjustments

At George Eliot Academy, we make adaptations / reasonable adjustments for managing behaviour which is related to a pupils' Special Educational Need (SEN) or disability, in accordance with the Equality Act 2010. These adaptations / reasonable adjustments are tailored to the individual pupil and consider the advice of professionals as required. These adaptations may relate to the way that instructions are given, the way that behaviour is managed or the consequences and rewards that are used. We are committed to providing early intervention to support pupil behaviour and to ensure that pupils are supported in improving their behaviour (see Annex A).

### Considering whether a pupil may have unidentified SEND

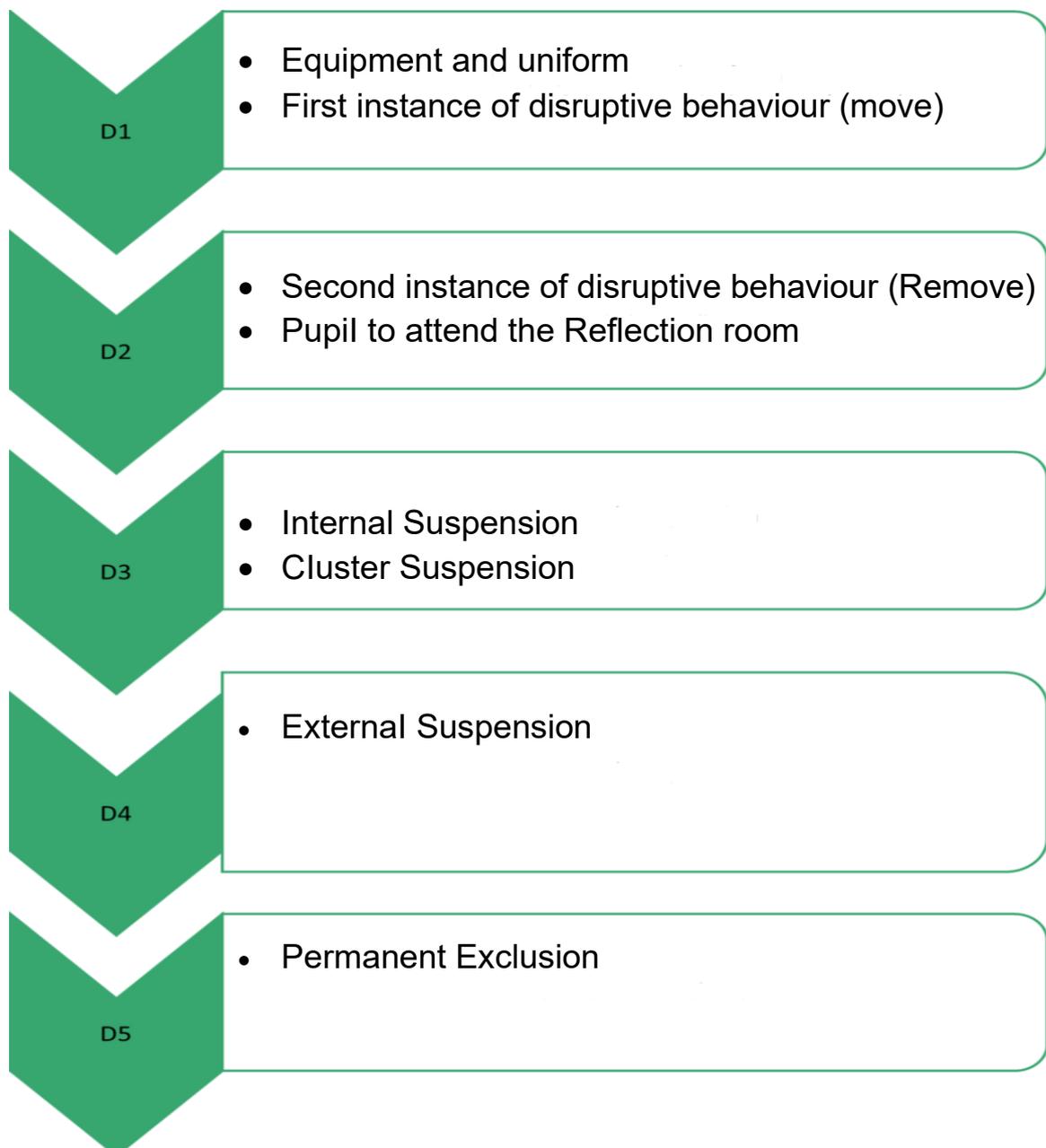
Where there are concerns that a young person may have unidentified SEND, the Academy will adhere to its SEND referral and identification processes in line with the graduated approach (see SEND Information Report / SEND Policy and Annex A for further information.) A meeting with the special educational needs co-ordinator (SENCO) may be arranged to discuss further.

## 8. Consequences Behaviour De-Merits

Pupils who do not demonstrate our Academy's values of aim for excellence through high expectations, hard work and respect for self and others, will be given a Demerit.

In class we operate a two-warning system which is referred to as D1 (Move) and a D2 (Remove) within all lessons.

### De-Merit System



## **D1 (Move)**

If a pupil disrupts the learning of the class this will be explained to them and the teacher uses different strategies such as moving their seat in the classroom. The pupil will be reminded that a further disruption to the learning of the class will result in them being removed from the lesson.

If a pupil does not have the correct uniform or equipment for their school day, they will be given a D1.

## **D2 (Remove)**

If a pupil disrupts the learning of the class for a second time this will be explained to them. The pupil will leave their class room and make their way to the Reflection Room. The Teacher will use the Class Charts system to notify the Pastoral Team. If the pupil does not arrive at the reflection room within 5 minutes this will be classed as truancy.

Pupils who are placed into the Reflection Room as a consequence of D2 (Remove) will:

- Remain there until the same period the following day
- Lose their break and lunch time
- Remain there until the end of their detention
- Complete expected work to the expected standard

If the pupil requires support this can be organised and booked in from the Reflection Room. If a pupil fails the Reflection Room this will be a D4.

## **D3 (Internal Suspension)**

This is an alternative to avoid an external suspension. Pupil's who have this sanction will be isolated from the rest of the Academy and attend the Reflection Room where they can continue with their academic work.

If a pupil fails the Reflection Room this will be a D4.

## **D3 (Cluster Suspension)**

This is an alternative to avoid an external suspension. Pupils placed on a Cluster suspension will be provided with appropriate and meaningful curriculum work to complete. Pupils who are placed in internal suspension at another Cluster Academy will be required to abide by the behaviour procedures of the Academy in which they are placed. If a pupil misbehaves when at another Cluster Academy, this will result in an external suspension.

## **D4 (External Suspension)**

A suspension is a very serious sanction and not taken lightly. The decision to suspend a pupil from the Academy is made only by the Principal (or 'Acting' Principal if Principal is not available. The Deputy Principal is designated as 'Acting' in this instance). A pupil's parent/carer will be informed by telephone and by letter if their child is suspended. Letters will be sent electronically and by post.

## **'Red Line' Behaviour**

There are certain behaviours that will not be tolerated and ones for which a pupil is likely to receive a suspension from school:

- Refusal to go to the Reflection Room when sent by a member of staff;
- Failing to meet expectations in the Reflection Room (followed by a day in Reflection Room on their return);
- Swearing at a member of staff;
- Act in a disrespectful manner towards staff;
- Defying a member of staff by walking away from them when being spoken to;
- Physically attacking another pupil;

- Use physical/verbal aggression or bully other members of Academy or local communities;
- Persistently ignore any aspect of the Behaviour Policy;
- Act in a manner which endangers the health and safety of pupils;
- Persistently disrupt teachers' teaching and pupils' learning;
- Damage the Academy's property

N.B. Please note this is not an exhaustive list for reasons for Suspensions

Whilst it is not a legal requirement to do so, the Academy will always invite parents/carers to attend a reintegration meeting with a member of the pastoral or senior leadership teams, and sometimes a governor if appropriate, on return from any suspension.

### **D5 (Permanent Exclusion)**

The exclusion of a pupil is a very serious sanction and not taken lightly. The decision to exclude a pupil from the Academy is made only by the Principal (or 'Acting' Principal if Principal is not available. The Deputy principal is designated as 'Acting' in this instance).

Including the above behaviours identified, the following behaviour will normally be deemed so serious as to warrant exclusion being the considered as the most appropriate punishment, but are not limited to:

- Violence and physical assault against another pupil;
- Extreme or repeated act(s) of violence against another pupil(s);
- Serious actual or threatened violence against another pupil or individual on site.
- Any violence towards a member of staff;
- Carrying or supplying illegal drugs.
- Carrying or using an offensive weapon.
- Persistent serious bullying;
- Serious damage to school property.
- Sexual abuse or assault.
- Where an offence is repeated after fixed-term Suspension.
- Where the health and safety of others is at risk including setting off fireworks.
- Serious intimidating behaviour towards a member of staff.
- Serious breach of the Behaviour Policy.
- Persistent breaches of the Behaviour Policy.

N.B. Please note this is not an exhaustive list for reasons for Exclusions

An investigation will be conducted in accordance with DfE guidance to be lawful, reasonable, fair and proportionate. The decision to permanently exclude will be made after a review of the evidence available and will be on the balance of probabilities, in response to a serious breach or persistent breaches of the Academy's Behaviour Policy and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

Once a decision to permanently exclude has been made, parents to be contacted at the earliest possible opportunity, by telephone if possible. The exclusion to be confirmed by a letter signed by the Principal, or designated teacher in charge. Parents/carers are legally responsible for their child for the first 5 days of any exclusion and they must be at home during this period.

Please see the DfE guidelines:

<https://www.gov.uk/government/publications/Academy-exclusion>

## Detentions

Any member of support or teaching staff can issue a detention. 24 hours notice of a detention is no longer required. 'Academies do not have to give parents notice of after Academy detentions or tell them why a detention has been given' (<https://www.gov.uk/Academydisciplineexclusions>). Parental permission is also not required provided that staff have considered:

- the welfare of the child.
- whether the child has caring responsibilities,
- whether parents should be informed of the detention, any travel arrangements.

Lunchtime detentions: staff should allow reasonable time for the pupil to eat, drink and use the toilet.

Inconvenience to the parents does not matter if the child has a means to get home safely.

The permitted times for detentions are:

- any Academy day when the pupil does not have permission to be absent
- weekends but not those at the beginning and end of half term holidays
- teacher training days.

## Behaviour incidents online

When considering behaviour incidents online we are clear that the Behaviour Policy applies to all activity online including all forms of social media and that they apply to online activity for both school purposes and personal use that may affect the school, pupils or staff in any way. Instances of prohibited online behaviour may include:

- damage to the school or its reputation, even indirectly.
- use that may defame school staff or any third party.
- use that may harass, bully or unlawfully discriminate against staff, other pupils or third parties.
- false or misleading statements.
- use that impersonates staff, other pupils or third parties.
- expressing opinions on the school's behalf.
- using school logos or trademarks.

Even where a pupil commits inappropriate online behaviour whilst not at school, these actions may be considered under the Behaviour Policy where that behaviour poses a threat or causes harm to another pupil, staff and/or could have repercussions for the orderly running of the school when the pupil is identifiable as a member of the school or if the behaviour could adversely affect the reputation of the school.

Misuse of social media can be reported to a child's head of year or a member of the pastoral team who are best placed to then support with resolving any concerns raised. Pupil involvement in behaviour incidents online is likely to lead to pupils being sanctioned for this behaviour.

In line with government guidance relating to the Prevent Duty, children must be kept safe from terrorist and extremist material and suitable filtering within school is in place. Even though the online space differs in many ways, the same standards of behaviour are expected online as apply offline and everyone should be treated with kindness, respect and dignity. Where an incident involves nudes or semi-nude images and/or videos, this will be referred to the designated safeguarding lead or deputy safeguarding lead who will act to ensure that pupils are appropriately safeguarded.

We are committed to working supportively with parents and will always contact parents at an early stage if we have any cause for concern. We recognise that guiding young people through their teenage years can be challenging for parents as well as teachers and wherever we will work hard to support parents in this process. The Academy's Behaviour Policy is designed to ensure that learning is at the heart of all that we

do and to help pupils to go on to lead happy and fulfilled lives.

### Child-on-child sexual violence and sexual harassment

In every aspect of George Eliot Academy, sexual violence and sexual harassment are never acceptable and will not be tolerated. Pupils whose behaviour falls below our expectations both in language as well as action will be sanctioned. This can include suspension and up to permanent exclusion. This is because we strongly believe that all pupils and staff deserve to be in an environment which is free of the risk of sexual harassment and sexual violence.

### Allegations against staff

George Eliot Academy takes its responsibilities for safeguarding extremely seriously, and with this in mind we are clear that any allegation of improper behaviour or unprofessional conduct made against a member of staff will be treated with the utmost seriousness and will be managed in accordance with the procedures set out in the Safeguarding Policy.

### Malicious accusations against staff

George Eliot 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 accusations, whether against other pupils, staff or other individuals.

## **9. Use of reasonable force**

At George Eliot Academy, our behaviour policy follows the Department of Education advice 'Use of Reasonable Force - advice for school leaders, staff and governing bodies'. The use of reasonable force means using no more force than needed and will always depend on the circumstances of the case.

Teachers and members of staff authorised by the Principal have the power to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, to prevent damage to property and to maintain discipline. Members of staff may also use such reasonable force at any time off the school premises when they have lawful charge of the pupil elsewhere (e.g., on a school trip or other authorised out of school activity, or on their journey to and from school).

In a school, reasonable force is used for two main purposes — to control pupils or to restrain them. The following list is not exhaustive, but provides some examples of situations where reasonable force can be used. In order to:

- defend oneself against an attack;
- prevent a pupil from committing a criminal offence, including deliberate damage or vandalism;
- prevent a pupil from injuring him/herself or others, including by fighting, rough play ('playfighting') or by misuse of dangerous materials or objects;
- prevent a pupil from leaving a classroom or area of the school where allowing the pupil to do so would risk their safety or lead to behaviour that disrupts the behaviour of others.

Reasonable force should only be a last resort and staff should delay if at all possible. However, in some circumstances, for example if there is an immediate risk of injury, it might be deemed negligent if staff do not intervene, as staff have a duty of care to do all that they reasonably can to protect the welfare of pupils. In general, staff should have tried all other means to de-escalate a situation before using reasonable force.

There is no legal definition of reasonable force. The use of any degree of force is unlawful if the circumstances do not warrant it. Any force should be the minimum needed to achieve the desired result.

## 10. Prohibited items and searches

Principals 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.

The Principal or a member of school staff authorised by the Principal can undertake the search of a pupil. When undertaking a search there will be a witness who is also a staff member. The person carrying out the search should be the same sex as the pupil being searched, as, ideally should be the witness. There is a limited exception to this rule (where a search can be carried out on a pupil of the opposite sex and / or without a witness) only where the Principal or authorised member of staff reasonably believes that there is a risk that serious harm will be caused to the person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.

### Searches without Consent

The following items are banned in Academy and pupils may be searched for them without their consent and without the consent of their parents:

- Knives or weapons
- Alcohol.
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers.
- Fireworks.
- Pornographic images.
- Any article that the member of staff reasonably suspects has been, or is likely to be, used:
  1. to commit an offence,
  2. to cause personal injury to, or damage to the property of, any person (including the pupil).
- Cigarette lighters, matches or other means of starting a fire
- Water pistols or any toy that resembles a weapon
- Chemical substances, other than controlled drugs, e.g. 'legal highs'
- Laser pens/pointers
- Sharp objects e.g. scissors
- Aerosol cans
- Correction fluid
- Nuts
- Mobile phones that are heard or visible
- iPods or headphones that are visible
- Aerosols

\*We will also confiscate any item which is harmful or detrimental to Academy discipline.

Members of staff can use such force as is reasonable given the circumstances when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm. Such force cannot be used to search for other items that an Academy has decided to ban under its behaviour policy.

Before a member of staff carries out a search without consent, the member of staff must reasonably suspect that the pupil has the prohibited item in his/her possession. Only staff members authorised by the

Principal may carry out searches without consent. Any member of the Pastoral team and senior leadership team is authorised by the Principal at George Eliot Academy to conduct a search.

Academy staff can seize any prohibited item found as a result of a search and can also seize any item, however found, which they consider harmful or detrimental to Academy discipline. When deciding what to do with a prohibited item, the Academy will act in line with statutory guidance issued by the Department for Education.

Please note - The Academy will notify parents when a search has taken place regardless of whether items are found or not.

### Searches with consent

George Eliot Academy may search pupils with their consent for any item. A pupil's possessions will only be searched in the presence of the pupil and another member of staff, except where there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.

### Extent of search

The member of staff conducting the search may not require the pupil 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' can also include hats; shoes; boots; gloves and scarves. 'Possessions' means any goods over which the pupil has or appears to have control — this includes bags and desks.

### Confiscation of articles

Academy staff have the power to confiscate property from pupils under their general right to discipline contained in section 91 of the Education and Inspections Act 2006. George Eliot Academy will follow the Department for Education guidance 'Screening Searching and Confiscation - advice for headteachers, staff and governing bodies' in deciding what to do with confiscated items.

### Refusal to consent to search

Refusal to consent to a search by a pupil is likely to result in a disciplinary sanction being applied. Members of staff can use such force as is reasonable given the circumstances when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.

A member of staff can conduct this search without consent where there is reasonable suspicion that the pupil has any of the listed prohibited item(s) in his/her possession. Only staff members authorised by the Principal may carry out searches without consent.

Where an item prohibited by the behaviour policy is seized as the result of a search and it is an electronic device such as a mobile phone or tablet, the member of staff who seized the item may inspect the data on it, if there is a good reason to do so. For this purpose, the member of staff has a good reason to do so if they reasonably suspect that the data or file on the device in question has been or could be used to cause harm, to disrupt teaching or break the school rules. The Academy reserves the right to inspect data on any electronic device which is confiscated by a member of staff. The Academy is entitled to retain the device if it contains material which has been or could be used to cause harm to disrupt teaching or break the school rules.

Any decision to search a pupil's device should be based on the professional judgement of the DSL and should always comply with the Safeguarding Policy. The Academy may erase any data or files from the device if the Academy considers there to be good reason to do so, unless there are reasonable grounds to suspect that the device contains material that has been or could be used to cause harm or may contain

evidence in relation to a breach of the Academy Policy (where a decision may be made whether to delete or retain the material) or of a criminal offence (for example, certain pornographic material including nudes or semi-nudes of a pupil or another pupil), where the files should not be deleted and the device must be given to the Police without delay.

If, following a search, the member of staff determines that the device does not contain any evidence in relation to a criminal offence, the school can decide whether it is appropriate to delete any files or data from the device, and may confiscate the device as evidence of a breach of this policy and the Academy Policy, and may then sanction the pupil in accordance with this policy, where appropriate. Academy staff can seize any prohibited item found as a result of a search and can also seize any item, however found, which they consider harmful or detrimental to school discipline. When deciding what to do with a prohibited item, the school will act in line with statutory guidance issued by the Department for Education.

## **11. Drugs**

George Eliot Academy operates a zero-tolerance policy on drugs for the health and safety of all staff, pupils and visitors. The Academy policy on drugs applies to all Academy and Academy-related activities whether on or off site. This includes the journey to and from the Academy. The word 'drugs' used in this policy does not just mean illegal drugs. It extends to alcohol, tobacco products, volatile substances and so-called 'legal highs', and any substance pertaining to be a drug. Over the counter and prescription medicines are dealt with separately and pupils and parents should inform a member of the year team or the first aid if they are in possession/likely to be in possession of over the counter and/or prescription medication so that these can be appropriately handled and pupils can be appropriately safeguarded.

George Eliot Academy will monitor and deal with any drugs issues promptly and be proactive in trying to prevent any future drugs incidents. Pupils will receive drugs education as part of the PSHE programme and the Academy will also involve outside agencies such as drugs education charities.

Any pupil found to be involved in a drugs-related incident will be disciplined in accordance with the Academy's Behaviour policy. The sanction is likely to be, except in exceptional circumstances, permanent exclusion from the Academy.

- Dealing with illegal drugs will, except in exceptional circumstances, lead to permanent exclusion.
- Using illegal drugs will, except in exceptional circumstances, lead to permanent exclusion.

This distinction between dealing and using is particularly important operationally. Sometimes, it will also be necessary to involve the police. The Academy will discuss this and take advice as necessary.

George Eliot Academy will take advice as necessary. It is important to note that whilst the school may, on the balance of probabilities, label behaviour as the supply of drugs (i.e. "dealing") this does not in any way confer a criminal judgment or conviction. George Eliot takes a contextual approach to where pupils are affected by their own or other's drug misuse, which may include early access to support through the school and other local services as appropriate.

### Confiscation of drugs

Any drugs or suspected drugs found during a search will be confiscated by staff who will dispose of them in accordance with guidance issued by the Department for Education. Similarly, any drugs-related paraphernalia will also be disposed of.

George Eliot Academy may carry out searches for drugs in accordance with this policy.

### Parental involvement

Usually the Academy will inform parents/carers when their child has been found to be involved in drugs but

where there are potential safeguarding issues the school must act in the best interests of the child which may mean a decision not to inform parents/carers.

Such a decision will be taken very seriously and usually with the benefit of legal advice.

## **12. Time away from the classroom**

Sometimes it may be appropriate for a pupil to have some time away from the classroom in a separate space, for the purposes of managing their own deregulation, to ensure the safety of other pupils, or as a consequence of disrupting the learning of others. Pupils will be isolated in the Reflection Room

### Reflection Room

Pupils are provided with a break time and lunchtime at the same time as the rest of the Academy but they do not leave the room. Pupils are provided with work to complete in line with curriculum plans for their timetabled subjects and are expected to work in silence throughout the day.

Upon entering the Reflection Room pupils are asked to hand over their mobile device before being seated in a designated seat.

Pupils are provided with lunch if they do not have this with them and have access to water throughout the day.

The Reflection Room is an open room with heating in place to ensure that the physical conditions are conducive to maintaining levels of comfort.

The Reflection Room is supervised throughout the day and any concerns about pupil behaviour whilst in reflection room are referred to the senior member of staff on duty.

## **13. Preventing recurrence of misbehaviour**

The Academy recognises that exclusion from school is a serious matter, particularly at an Academy where many pupils have experienced significant disadvantage in their lives. We avoid excluding pupil where possible and try to achieve the correct balance between the needs of the pupil and the needs of the Academy community. In order to ensure that suspensions are used appropriately, we use several alternatives to exclusion and ensure that there is early intervention with pupil behaviour.

As stated previously, at George Eliot Academy, we make reasonable adjustments for managing behaviour which is related to a pupil's Special Educational Need (SEN) or disability, in accordance with the Equality Act 2010. The Academy is committed to providing early intervention to support pupil behaviour and to ensure that pupils are supported in improving their behaviour. We aim to provide interventions as an entitlement to pupil when they are needed, rather than a compensation at a later time. We also recognise that poor behaviour may be a symptom of other needs that a pupil may have and we aim to address these as soon as they are identified.

**Pastoral Reinduction:** We invest a great deal of time ensuring that pupil who are not meeting our expectations are given the support and reinduction that they need to reengage them with their learning. This can include supportive interventions such as early starts, book looks — where pupils present their book to a member of staff at the end of each lesson, or targeted support from a member of the pastoral team which includes re-inducting pupils on the behaviour policy as well as targeted interventions regarding specific behaviour issues.

**Off-Site Direction (OSD)/respite:** Pupils who are at serious risk of exclusion and for whom the full range of Academy interventions may not have been effective go on an Off-Site Direction for a 10-week period. This is an off-site, registered provision or school. Pupils return from this provision through a supported approach to returning to mainstream lessons. In some instances we may look towards a short-term off-site respite at another local United Learning school to support pupils at risk of suspension. Where possible, this will be done

with the support of parents, but under the DFE Alternative Provision Guidance 2013, the Academy may send a pupil without parental agreement, where it is in the best interests of the Pupil.

The Academy also receives pupils under this scheme and has successfully integrated many pupils on this basis. The decision to seek an Off-Site Direction is made by the Principal and only where it is in the best interests of the pupil.

**Managed Move:** George Eliot Academy participates fully in the managed move process in Warwickshire which involves pupils transferring to another school on a permanent basis.

**Alternative Provision:** In exceptional circumstances when a pupil is at serious risk of exclusion or consistently failing to engage with the Academy, alternative provision may be considered. This may be in the form of an alternative education provider or a college placement. This may be a flexible part-time provision or a full-time one depending on the needs of the pupil. Where possible, this will be done with the support of parents, but under the DFE Alternative Provision Guidance 2013, the Academy may send a pupil without parental agreement, where it is in the best interests of the pupil.

## Annex A

### Individual Reasonable Adjustment to the Behaviour Policy

This guidance is based on the Equality Act (2010), Children and Families Act (2014) and the DfE Behaviour in school Advice (2022).

#### Rationale

The George Eliot Academy is fully inclusive and recognises that additional needs, in some cases are classified as a disability. We want all pupils to have the best possible chance to reach their potential in our Academy. To ensure discrimination does not take place, specific policies and practices may need to be adjusted. Every pupil with an additional need/s is unique, therefore a personalised approach is required to understand whether adjustments are necessary and the impact of support. To determine if adjustments are required for the Behaviour Policy, the Graduated Approach from the DfE Code of Practice is implemented, this follows the 'Asses, Plan, Do, Review' cycle.

#### Example of the Graduated Approach to adjustments

Stage 1 — Meeting with parents/carers, the pupil, Head of Year and the SENDCo to assess the need for adjustments, the nature of any adjustments and strategies to support the behaviour of the pupil, both in and outside of lessons. Triggers and barriers to learning will be discussed, which may result in further Intervention being put in place. The Senior Leader in charge of Behaviour and attitude may be in attendance.

Stage 2 — If adjustments and specific learning strategies are agreed, the SENDCo and Head of Year will create a specific Learning Plan for the pupil. This document communicates to all their teachers and support staff the key strategies that need to be implemented for the pupil to have every chance of success in the classroom, as well as any adjustments to the Behaviour Policy (examples are given in the table below). This plan will also be uploaded onto the pupil's electronic file, so all staff can identify the strategies and adjustments to the Behaviour Policy. If deemed necessary, the SENDCo and Head of Year may meet with all teachers to further outline the strategies and adjustments.

Stage 3 — If deemed necessary, further external specialist advice may be sought to assess a pupil's need/s and further appropriate strategies and adjustments may be recommended. Examples of specialist advice can include: an Educational Psychologist, Speech and Language Therapist, Autism outreach worker, Behaviour specialist. This may occur if the pupil is not already involved with these professionals.

Stage 4 - A regular review period will be set to evaluate the impact of support and the adjustments to the Behaviour Policy. This will range from 6- 12 weeks, dependent on the pupil. All stakeholders are invited to this meeting. If amendments are agreed, this will be updated in the Pupil's Learning Plan and shared with key staff.

#### Examples of specific supportive learning strategies

- Increased use of praise
- Time out card
- Attendance to homework club
- Seating Plan adjustment
- Short and repeated instructions
- Use of a visual checklist on pupil expectations
- Private notification of warnings
- Use of a fidget toy
- Chunked tasks

#### Examples of adjustments to the Behaviour Policy

- Pre-warning given
- Shorter length for homework detention
- Access to keyworker support in the Reflection room, when required
- Time out card in the reflection room

- Reflection Room time does not roll over to the following day
- Restorative discussion with the teacher to take place immediately, rather than the end of the day

Please note the above are examples; strategies and adjustments will be arranged on a personalised basis dependent on need. If a pupil is in receipt of an Educational, Health Care Plan (EHCP), the learning strategies and adjustments will be written into the Plan at the next Annual Review meeting.