



# Behaviour Policy

**Approved by SID November 2023**

This policy will be reviewed annually or sooner in the light of operating procedures and/or changes in regulation and/or legislation.



**Introduction**



[EATONBANKACADEMY.ORG](http://EATONBANKACADEMY.ORG)

Eaton Bank Academy, has high expectations for the young people in our care. The academy also values the climate of mutual respect that exists within the school, which supports strong working relationships and a positive learning environment for all. Any community requires basic rules in order for it to function effectively and our school community is no different. The young people in the academy's care need clear unambiguous rules, which are understood by all. The rules are focused on supporting effective learning and teaching. The academy must constantly insist on outstanding behaviour from all students during lessons and unstructured times.

The behaviour for learning system is designed to support all students by providing clarity and consistency in terms of our expectations, sanctions and rewards. Good behaviour in the school is not dependent on having draconian sanctions but on fostering a culture of growth, happiness, celebration, success and achievement for all. This culture will only be attained if all adults employ effective strategies both within the classroom and beyond, working together to provide outstanding learning opportunities. The academy can also use several provisions within the school when tiered classroom practices and department support systems fail to effect change.

## **Legislation and statutory requirements**

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

- [Behaviour and discipline in schools \(2022 update\)](#)
- [Searching, screening and confiscation at school \(September 1 2022 update\)](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education \(2022 update\)](#)
- [Use of reasonable force in schools](#)
- [Suspension and Permanent Exclusion from maintained schools, academies and student referral units in England, including student movement \(2023 update\)](#)

### **1. Clear rules/clear limits**

It is important that all young people know what is expected of them if they are to develop independent skills and become self-regulating and responsible individuals. The academy wants to be open and fair, presenting young people with clear choices which are about supporting learning and teaching and rewarding students for successes, but also about having clear and consistent sanctions for when things go wrong. The behaviour for learning system provides this structure.

### **2. Consistency not confrontation**

How well the academy implements the system is crucially important to the happiness and success of the students, the effectiveness of the staff and ultimately the school. A confrontational approach with the children is not necessary to ensure standards are upheld. A positive approach, a sense of humour and a willingness to listen and build relationships are at the core of what the academy does. However, the academy must be consistent in applying the routines and procedures, requiring all staff to challenge unacceptable behaviour whenever it occurs in a calm, consistent and rational manner.

### **3. Look for the positive**

The positive aspects of the system are the most important and seek to reward students for their achievements in lessons, around school and as ambassadors of Eaton Bank Academy. The academy wants to let all students know that the school appreciates how well the students are doing. A consistent approach to rewards and a positive focus on learning is critical to the academy's continued success, as is the message that the academy wants all students in lessons learning.

### **4. Classroom management guidelines for teachers and teaching assistants**

To support high standards of behaviour and achievement staff need to:

- be on time
- meet and greet students at the door to instill order in the corridor and an orderly entry to the room
- seat students in 'learning places' according to their seating plan
- insist on the removal of any outdoor clothing
- ensure mobile phones are switched off and put away/reinforce 'see it, lose it' approach
- ensure uniform is correct
- praise good work, effort and behaviour
- insist on silence as an expectation when they are speaking
- prevent students from sitting on tables or desks
- prevent chewing or eating in class, unless it forms an integral aspect of the lesson
- ensure students do not use bad language or other forms of unacceptable behaviour as to do so is to accept and condone
- challenge inappropriate language, including homophobic, racist, sexist, or comments which are offensive to those with a disability
- ensure they leave classrooms tidy, including a clean board. Keep the classroom door window clear to allow clear view into the classroom
- keep their desks tidy and encourage tidiness
- keep displays fresh and tidy
- report graffiti or damage immediately to the Site Manager
- treat students with respect and expect to be treated in the same way.

### **5. Effort and Behaviour scale (see [appendix A](#))**

In every lesson, the use of an effort scale recording effort provides detailed information on every student's effort and application in all lessons. It enables teachers, form tutors, heads of faculty, Learning and Progress Managers and Pastoral Managers to monitor the effort of all students in every lesson. It is also a system that aims to identify patterns of effort and highlight issues.

Above all it supports a culture that promotes and celebrates the link between effort, achievement and progress within the classroom. The school effort scale system is absolutely central to behaviour management and must be utilised in every lesson.

### **6. Behaviour for Learning (see [appendix B](#))**

All staff log incidents of unacceptable behaviour using Talaxy. It enables teachers, form tutors, heads of faculty, Learning and Progress Managers and Pastoral Managers to monitor the behaviour of all students in every lesson. It is also a system that aims to identify patterns of behaviour and highlight issues.

### **7. Sanctions (see appendix C, F and G)**

All teachers, including supply teachers, will use our behaviour system (Talaxy) to recognise and record misdemeanors and support subsequent actions and resolution. Interventions to improve poor behaviour and attitudes will be implemented according to the EBA Behaviour Intervention Process. See appendix G

### **8. Rewards (see appendix D)**

All teachers, including supply teachers, will use our behaviour system (Talaxy) reward positive behaviour and application. Additional rewards will be implemented, via the rewards system.

### **9. Form Tutor responsibilities (see appendix E)**

### **10. Homework**

If a student fails to complete a piece of homework or fails to meet the deadline for the piece of work, this will be recorded in Talaxy.

### **11. Misbehaviour out of lessons**

All Eaton Bank Academy staff will look to be positive and encourage students to correct behaviour and where possible use unstructured times to build positive relationships with students. If students choose not to correct their behaviour, record the issue and the actions the member of staff took to resolve the incident on Talaxy.

### **12. Internal Exclusion Unit (IEU)**

The IEU is the academy's internal exclusion unit. This reduces the impact of disruptive behaviour on learning. Students remain secluded from their peers. Students remain in seclusion for break and lunchtime. Students who are secluded are coordinated and supervised by the pastoral managers. Mobile phones are confiscated on entry to the IEU. Work is provided from subject staff and is given to the appropriate pastoral managers usually by email.

#### **Rules of the IEU:**

- Students must not communicate with peers in any way
- Students must not engage in conversation with the supervising staff other than to request assistance with work
- Students should sit quietly and complete the work set for them
- Students will be given a copy of the expectations on entry to the IEU
- Failure to cooperate in the IEU (or on entry to the IEU) may result in the issuing

of a more serious sanction. The Behaviour Operations Manager or deputy head should be contacted if there are concerns about a student's continued failure to cooperate.

### **13. Alternative Provision**

To support the local schools in Cheshire East with their 'Alternative Provision System', students from other schools can be housed within the academy's IEU, by prior arrangement. Eaton Bank Academy will have the opportunity to seek alternative provision within other local schools on some occasions, instead of applying a suspension. The academy is able to meet the 'Statutory Guidance on Exclusion' by providing alternative provision from the 6th day of suspension.

### **14. On call system**

A call is made on Talaxy using the 'call out' button by a member of staff who needs assistance to remove a student from a lesson. This alerts the Pastoral Managers and the Attendance Officer. The student remains the responsibility of the supervising teacher until the pastoral manager collects them. The teacher must provide work for the student. The teacher must log this on Talaxy as a level 4 behaviour and communicate with parents.

This strategy should be used under the following circumstances:

- A student is violent or abusive to peers
- Any circumstances when a colleague feels threatened by the language or behaviour of a student
- A student has been sent to another room via the buddy system but refuses to move or subsequently continues to cause disruption to learning
- A student is found to be without correct uniform in the lesson and refuses to correct it. (If a student repeatedly fails to wear correct uniform after a pastoral manager has contacted home, this may also lead to seclusion)
- A student refuses to follow the instructions or directions of a member of staff

### **15. Individual report**

Students will be placed on report if they have displayed repeated poor behaviour. (Students may be placed on Tutor Report/ Pastoral Report or Head of Year Report according to which step they have reached on our EBA Behaviour Intervention Process. See appendix G) The student will carry this to every lesson and the student must hand this in at the beginning of the lesson. The teacher should complete this at the end of the lesson. It is important that the teacher reads the targets and reminds students of these at the beginning of the lesson. Teachers will record the lesson grade the student has achieved on Talaxy for that lesson (according to our behaviour and effort scale). Students may also be put on punctuality report, uniform, effort or equipment report for these reasons. The reporting system has a clear stepped approach which is implemented if negative behaviours persist. Students can also be placed on positive report for encouragement.

## 16. Eaton Bank Academy Rules

These rules include the journey to and from school. The correct uniform should be worn at all times. This includes the journey to and from school. If students are not in correct uniform, and there is a reason and date of resolution supplied by parents, the student will be given a uniform card and will be expected to resolve this issue. If no reason is provided by the parent this will be logged by their form tutor using Talaxy. Three or more issues with uniform within one-week results in a uniform report card to monitor uniform. This is accompanied by a call or email to the student's parent or carer. Repeated failure to wear the correct uniform will lead to seclusion in the IEU, in the first instance.

- Students may wear one stud per ear. They should be small and plain in style. No other piercing is allowed.
- Students are allowed to wear some make up but it should be subtle and natural
- Students are allowed to wear clear nail varnish; they are not allowed to wear coloured nail varnish. They will be asked to remove coloured nail varnish.
- Students must have the necessary equipment required for tutor time and for lessons – as a minimum this should include a pen, pencil, ruler, purple pen and calculator
- Items that challenge the security, health and safety of other individuals are banned and must not be brought onto the school site
- Students must arrive at their registration room at the start of the day – before 8.45am
- Students are not allowed to sell anything in school unless it is for an approved school fundraising event
- During the school day all students must remain on the school site in designated areas
- Students must comply with the seating plan as set out by their teacher, who has taken into account any individual student needs
- All students should aim for 100% attendance
- All members of the school and the public are to be treated with respect and dignity, both inside the classroom and around the school site and on the way to and from school
- Bullying in all its forms is unacceptable
- Students have a commitment and responsibility to their own learning and that of others
- Misbehaviour must not bring the name of Eaton Bank Academy into disrepute
- Deliberately setting off a fire alarm or interfering with fire extinguishing equipment will lead to the use of the IEU or a suspension and possible police involvement
- Students should show respect for the school environment and treat the equipment and resources appropriately. The dropping of litter, vandalism and graffiti are unacceptable.
- ICT facilities must be used within the school guidelines. Any damage to the school environment will be paid for by the offending individual
- Eaton Bank is a non-smoking site (including e-cigarettes and vapes) and any smoking or possession of smoking equipment such as cigarettes (including e-cigarettes/vapes), matches, lighters, e-liquid are not allowed. A first offence will lead to a meeting with parents. A second offence will lead

- to a fixed term exclusion
- Students will receive a sanction for the inappropriate use of aerosols
- Students must eat in the designated eating areas only.

## 17. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Type of bullying	Definiton
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: Racial Faith-based Gendered (sexist) Homophobic/biphobic Transphobic Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or behaviour, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of Eaton Bank Academy's approach to preventing and addressing bullying are set out in our Anti-Bullying Policy (which can be found on the academy website).

## 18. Sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Students are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

Sanctions for sexual harassment and violence may include:

- A verbal warning
- Keeping the student behind after class to apologise to their peer
- Communication with/meeting with parents
- Detention
- Community service, for example litter picking
- A period of internal exclusion/alternative provision (length dependent on incident)
- Suspension (length dependent on incident) or permanent exclusion

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
  - Manage the incident internally
  - Refer to early help
  - Refer to children's social care
  - Report to the police
  -

Please refer to our Safeguarding and Child Protection Policy for more information (which can be found on the academy website).

## **19. Off-site behavior**

Sanctions may be applied where a student has misbehaved off-site when representing the school. This means misbehaviour when the student is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a student of our school

Sanctions may also be applied where a student has misbehaved off-site at any time, whether or not the conditions above apply, if the misbehaviour:



- Could have repercussions for the orderly running of the school
- Poses a threat to another student or member of the public
- Could adversely affect the reputation of the school

## **20. Malicious allegations**

Where a student makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will discipline the student in accordance with this policy.

Where a student makes an allegation of sexual violence or sexual harassment against another student and that allegation is shown to have been deliberately invented or malicious, the school will discipline the student in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer, where relevant) will consider whether the student who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and students accused of misconduct.

Please refer to our Safeguarding and Child Protection Policy for more information on responding to allegations of abuse against staff or other students (which can be found on the academy website).

## **21. Physical restraint**

In some circumstances, staff may use reasonable force to restrain a student to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

## **22. Confiscation**

**Any prohibited items found in students' possession will be confiscated.**  
These items will not be returned to students.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to students after discussion with senior leaders and parents, if appropriate.

Searching and screening students is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

Possession of any prohibited items. These are:

- Knives or weapons
- Alcohol
- Illegal drugs or drugs paraphernalia
- Stolen items
- Tobacco or smoking related items, including e-cigs/e-liquid or vapes
- Fireworks
- Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the student), or is an item of concern

## **Appendix A: Eaton Bank Academy**

### **Using behaviour and effort scale in lessons**

#### **Why does the academy need this system?**

The use of Talaxy for recording effort and learning provides detailed information on every student's application in lessons. It enables teachers, pastoral managers, learning and progress managers and faculty leaders to monitor the learning of students in lessons. It is also a system that provides information about effort patterns, which helps when working to modify effort. Above all, it supports a culture that promotes and celebrates achievement and progress in the classroom.

#### **How does the behaviour and effort scale in Talaxy work?**

All classes should be registered using 2 as the registration code. This sets out that there is an expectation of good effort from the very beginning of the lesson.

The behaviour and effort scale consists of

##### **1. Exceptional effort**

- a. All work has been complete to a high standard and additional extension tasks might also be completed if appropriate
- b. Behaviour is exemplary

##### **2. Good effort**

- a. All work has been completed to a high standard
- b. Your behaviour is very good

##### **3. Poor behaviour and/or effort**

Although you can be polite and can show responsibility for your own behaviour one or more of the following apply.

It is important that all students are given **two verbal warnings** before a consequence is applied:

- a. You arrive late to the lesson without good reason
  - b. You speak when others are speaking
  - c. You use language which is not acceptable to your teacher
  - d. You take yourself and others off task
  - e. You use your phone/ have a visible phone
  - f. Your behaviour is such that you are required to move seats
  - g. You are slow to respond to prompts or instructions on how to conduct yourself
  - h. Your teacher will add a comment into Talaxy to inform the behaviour team as to why the consequence has been given
  - i. You are not demonstrating an acceptable level of effort with your work
  - j. You cannot negotiate away from the consequence once the behaviour has been logged
4. Very poor behaviour
- a. You directly challenge a member of staff or demonstrate a lack of respect
  - b. You continue to ignore/defy a specific instruction or prompt
  - c. You are sent out of the room to a buddy room or if necessary an 'on call' referral is made
  - d. Your behaviour causes significant disruption, having a significantly negative effect on your learning and the learning of others
  - e. You cannot negotiate the away from the consequence once the behaviour has been logged

At the end of the lesson the behaviour and effort scale is updated, to reflect the effort and behaviour each student has demonstrated during the lesson.

Please take time to do this. The success of the system relies on ensuring that the students' effort has been accurately recorded.

## **Appendix B: Behaviour for Learning**

The aim of the behaviour system is to create a safe and purposeful environment where all students can reach their potential. When a student's behaviour falls below the expectation of the Academy, the student's behaviour is logged in Talaxy.

### **What is the teacher's role in using Talaxy?**

#### **Subject teachers**

Register students using the above behaviour and effort system.

If a student's behaviour falls below the expectations of Eaton Bank Academy, two warnings will be given to allow the student the opportunity to modify their behaviour. If the behaviour does not improve the behaviour will be logged on Talaxy as a behaviour and the member of staff will record a 3 or 4 on the register depending on how severe the student's behaviour is. Staff will also add a comment to add more detail so that

Pastoral Managers and Heads of Year can follow up on misbehaviour.

The severity of the consequence will be proportionate to the severity of the behaviour.

**Unacceptable behaviours (typical level 3 behaviors)** that affect learning, however the student remains polite and well mannered,

- If the student arrives late to the lesson without good reason
- If the student speaks when others are speaking
- If the student uses language which is not acceptable to the teacher
- If the student takes themselves and others off task
- If the student uses their phone in lesson/has their phone confiscated
- If the student's behaviour is such that they are required to move seats
- If the student is slow to respond to prompts or instructions on how to conduct themselves
- This list is not exhaustive of all behaviours that affect learning.

**Poor behaviours (typical level 4 behaviours)** that **significantly** affect learning and the student fails to remain polite and well mannered,

- The student directly challenges a member of staff or demonstrates a lack of respect
- The student continues to ignore/defy a specific instruction or prompt
- The student is sent out of the room to a buddy room or if necessary a lesson call out is made on Talaxy.
- The student's behaviour causes significant disruption, having a significantly negative effect on the student's own learning and the learning of others
- This list is not exhaustive of all significant behaviours

The student's teacher **must add a comment** to inform the behaviour team as to why the behaviour has been logged. The student cannot negotiate their way back from the logging of the behaviour and subsequent consequence.

- If the staff member logs an unacceptable behaviour the student will receive an appropriate sanction. This could be teacher managed or a whole school lunchtime detention (15 minutes). This is issued for level 3 behaviours.
- If this intervention is unsuccessful, this may lead to an after-school Head of Year detention (30 minutes) This also be issued for level 4 behaviours.
- Students may receive an afterschool SLT detention (45 minutes) for failing to attend Head of Year detention or when lesson call out has been used.
- Subject teachers must refer persistent issues to the appropriate Head of Faculty, Second in Faculty or Subject Lead.

Staff must ensure that during break/lunchtime/after school detentions, students have the opportunity to go to the toilet. For lunchtime detentions, staff should allow reasonable time for students to eat. All faculties/subjects must support the whole school detention rota.

Staff must always record a level 3 or 4 on Talaxy for any misbehaviour and add a

comment detailing what happened. For all level 4 behaviours, the member of staff must contact parents.

When detentions are set, parents will receive an automated e-mail from Talaxy to inform them of the date of the detention. Talaxy will show the reason for the detention.

### **Form Tutors**

Tutors must check through the effort marks awarded to their tutees on a weekly basis and discuss any issues with them, as well as awarding their golden tickets. If a student gains three unacceptable or poor behaviours in one week, parents will be contacted by tutors. Tutors will then be asked to monitor the student for the following week and have focused discussions with the student to improve their behaviour. (Step one of the EBA Behaviour and Intervention Process).

If this is not successful, the student will be placed on step two of the EBA Behaviour and Intervention Process (see appendix G) who will be put on Tutor Report and behaviour will be monitored. If this is not successful, the student will be placed on step 3 of the EBA Behaviour and Intervention Process. Tutors will monitor equipment, uniform and punctuality as part of our 'smart starts' routine. Students may be placed on break detention for failing to be on time, incorrect uniform or being late to school.

Tutors should also complete the 'Golden ticket' procedure. Students will receive golden tickets for gaining good and exceptional effort in all lessons, no negative behaviours, as well as 100% attendance. These will also link to the house system with house points being awarded for consistent good behaviour, effort, punctuality and attendance.

### **Pastoral Managers**

The pastoral manager will conduct a weekly check on Talaxy and identify any students who have received 3 negative behaviours. They coordinate with tutors and ensure the student is placed on the appropriate step of the EBA Behaviour and Intervention Process. Steps 1 and 2 will be monitored by the tutor and if unsuccessful, the pastoral manager will place the student on step 3 and initiate a 'Pupil Support Plan.' (appendix Pastoral managers will arrange a step 3 parental meetings for those students who are persistently displaying negative behaviours. If there are concerns about possible additional needs the student will be referred to the SENCO.

### **Heads of Faculty**

The Head of Faculty should ensure that they are aware of all students who are causing concern in terms of behaviour and this should be a standing item on faculty agendas. The Head of Faculty should ensure all faculty members are supporting the whole school detention rota and are implementing the behaviour policy effectively. The Head of Faculty should also ensure that the department has a buddy room timetable and that support is given to staff where needed to improve classroom behaviour management.

## **Heads of Year**

The Heads of Year will monitor student behaviour and will meet with the pastoral managers and the SLT link person weekly to discuss pastoral issues, including behaviour and will coordinate the response. Where it is deemed appropriate the Heads of Year will place students on step 5 of the EBA Behavior and Intervention Process and invite parents in for a step 5 meeting. The Head of Year will initiate a Pupil Support Plan (PSP) if the student is not already on a PSP. Students will be referred to the SEND team for assessment and SEN focus plans if additional needs are suspected. Students will be placed on step 5 following a suspension from school, unless they are already on a higher step.

## **Senior Leadership Team**

SLT Link for each year group will monitor learning and behaviour: trends, successes and concerns as part of weekly meetings with Pastoral Managers and Heads of Year. The Assistant Head with responsibility for behaviour will maintain oversight of all behaviour data and interventions. They will initiate Step 6 onwards of the EBA Behaviour Intervention Process and initiate Pupil Support Plan: Part 2 Exclusion Avoidance Plan (see appendix G)

## **Appendix C: Eaton Bank Academy Sanctions**

### **Aims**

- To strategically support the behaviour policy
- To support individuals and groups where poor behaviour is a barrier to learning
- To share and use effective practices and strategies which promote positive behaviour
- To ensure rules, routines and sanctions are applied consistently across the school
- To effectively manage students' behaviour, by providing a positive learning environment for all.

### **Sanctions for classroom behaviours that disrupt teaching and learning**

All staff are expected to approach low level disruption in a consistent way, using a range of classroom management skills.

### **Five key qualities of an excellent teacher**

1. Firm, fair and clear boundaries. Invitational - meet, greet and correct uniform at the door and use seating plans in lessons
2. Interesting and engaging lessons with clear and meaningful learning objectives
3. Consistently good or outstanding teaching
4. Assertive and confident manner – body language, silent signal (e.g. a raised arm) and voice control
5. Engaging relationships – know names.

### **Unacceptable behaviour**

If a student behaves in an unsatisfactory manner as defined in the descriptor for

unacceptable behaviour, the teacher will log the behaviour in Talaxy. **The onus is on the teacher to give the student 2 warnings, making it clear to the student what they are doing wrong and that it is unacceptable.** The teacher should apply the appropriate sanction in terms of a whole school lunchtime detention or afterschool Head of Year detention. The member of staff must ensure that they indicate the action taken.

It is vital that the teacher has a discussion with the child about the behaviour to avoid similar unacceptable behaviour in the future. It is crucial that the student understands that it is the behaviour and not the child which the member of staff dislikes.

### **Poor behaviour**

- Poor behaviour will sometimes result in a removal from the lesson
- Each faculty area will need to plan a buddy timetable that identifies at least two colleagues per lesson (where possible) who would be able to accommodate students that need this level of support and need to be removed from the lesson. This may mean linking with other faculty areas in the same part of the school due to the availability of colleagues. Copies must be shared with every teacher and should also be given to the pastoral manager and Assistant Head with responsibility for behaviour. The referred child should bring work with them and work in silence in an appropriate place in the room
- The teacher referring the student must ensure that sufficient work is provided to engage them for the lesson
- **There will need to be a repair meeting** between the student, subject teacher and where possible, the Head of Faculty, ideally before the student attends the next lesson for that teacher. The removal of a student is not a reason to impose a lesson ban. It is vital that the academy's students attend all lessons and periods of time out of lessons should be avoided at all costs. Any removal of a student from a lesson for more than one lesson should be discussed with the Head of Year and Assistant Head with responsibility for behaviour.
- The teacher logging the poor behaviour must record this in Talaxy. This will lead to a Head of Year afterschool detention. The parent will see the behaviour log in Talaxy and will be informed of the detention by email. The member of staff recording a level 4, must contact home to discuss the student's poor behaviour.
- Pastoral managers, Heads of Year and the Assistant Head responsible for behaviour will monitor, analyse and track data. They will also instigate interventions where necessary as well as coordinating parental meetings.

If a student does not cooperate or refuses to move to the designated classroom, then the teacher will make a lesson 'call out,' on Talaxy. The student will then be removed by a pastoral manager or a senior member of staff and taken to the IEU. An SLT afterschool detention will be issued.

### **Whole school detentions**

- Pastoral managers will coordinate break detentions for lack of equipment, incorrect uniform and being late to school during core time. If a student fails to attend a break detention, it will escalate to a lunchtime detention the following day.
- Faculties will support the whole school lunchtime detention schedule by ensuring all staff in the faculty sign up for a detention at least once per half-term or more if

necessary to cover the rota. If a student fails to attend a lunchtime detention then the student must be issued with a Head of Year after-school detention.

- Failure to attend an afterschool Head of Year detention will result in an SLT afterschool detention.
- Failure to attend an SLT detention will result in a time in the internal exclusion unit (IEU) the next day or as soon after this as possible.

## **SLT detention**

SLT detentions will run on a Tuesday and Friday. Students and parent's will be informed at least 24hours in advance and are expected to manage their attendance. The Assistant Head with responsibility for behaviour will supervise the detentions. The Heads of Year and Pastoral Managers will monitor, data on detentions. Should a student fail to attend an SLT detention, parents will be informed and a further sanction will be applied (time in the internal exclusion unit).

SLT detentions are set for:

- Failure to attend a Head of Year detention.
- Following an 'call out' lesson removal to the IEU.

## **On call and IEU**

Faculties must use the buddy system before using 'on call'. The IEU serves to allow the academy to support students who resist school behaviour protocols.

Students enter the room and must hand over their phones immediately. Students are not allowed out of the facility at lunch or break time (unless collecting food or going to the toilet). On occasions, the academy will work in partnership with local schools by providing mutual support for alternative provision.

## **Suspensions**

'Good discipline in schools is essential to ensure that all students can benefit from the opportunities provided by the education. The government supports head teachers in using exclusions as a sanction where it is warranted.' (*DfE 'Suspension and Permanent Exclusion from maintained schools, academies and student referral units in England, including student movement' September 2022*).

All decisions to exclude are serious and only taken as a last resort or where the breach of the academy rules is serious. The following are examples:

- Failure to comply with a reasonable request from a member of staff
- Persistent failure to wear Eaton Bank Academy uniform
- Breaches of health and safety rules
- Verbal abuse of staff, other adults or students
- Failure to comply with the requirements of the behaviour system
- Willful damage to property
- Homophobic, racist, sexist or gendered harassment or bullying
- Bullying



- Sexual misconduct
- Theft
- Making a false allegation against a member of staff
- Behaviour that calls into question the good name of Eaton Bank Academy
- Persistent defiance or disruption
- Minor assaults or fighting that is not premeditated or planned
- Other serious breaches of Eaton Bank Academy rules

No student will receive greater than 45 days' exclusion in any one academic year, without being permanently excluded for persistent disruption and defiance. The Head Teacher also retains the right to permanently exclude a student for persistent disruption and defiance, even if they have not reached 45 days.

The local authority must be notified of all suspensions no matter of length without delay.

If a student and their family has a social worker, the social worker must be informed of any suspension without delay.

Where students fall under the category of 'Looked after child,' the social worker and virtual school must be informed of any suspensions without delay.

### **Permanent Exclusion**

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

In response to serious or persistent breaches of the academy's behaviour policy;

And

When allowing the student to remain in school would seriously harm the education or welfare of the students or others in the school.

The Head Teacher will make the judgement, in exceptional circumstances, where it is appropriate to permanently exclude a child for a first or 'one off' offence. These offences might include:

- Serious actual or threatened physical assault against another student or a member of staff
- Sexual abuse or assault
- Possession of drugs or drugs paraphernalia
- Supplying an illegal drug
- Possession of an illegal drug with intent to supply
- Under the influence of illegal drugs
- Carrying an offensive weapon
- Making a malicious serious false allegation against a member of staff
- Potentially placing students, staff and members of the public in significant danger or at risk of significant harm

These instances (suspensions and Permanent Exclusion) are not exhaustive but indicate the severity of such offences and the fact that such behaviour can affect the discipline and well-being of the Eaton Bank Academy community.

The Head Teacher may also permanently exclude a student for:

One of the above offences; or

- Persistent disruption and defiance including bullying; or
- An offence which is not listed but is, in the opinion of the head teacher, so serious that it will have a detrimental effect on the discipline and well-being of the academy community.

## **Appendix D – Rewards Policy**

### **Believe in Success. Celebrate that Success.**

At Eaton Bank Academy we believe that recognition, praise and celebration are essential in creating a positive ethos which promotes aspiration, self-confidence and high standards of behaviour.

Informal recognition in class -the smile, the nod, the thumbs up – is hugely valued by students and has great impact on day to day learning and progress. Phone calls, post cards and letters home are also frequent thereby helping parents to share in their child's achievements. House points will also be awarded to recognise excellent behaviour in accordance with school values and for exceptional effort and standards of work.

To celebrate an enormous range of achievements with a wider audience still, proactive use is also made of the school website, newsletters and social media.

This policy summarises the additional systems developed to reinforce the academy's positive expectations of students and to capture success across school life. All students, whatever their starting points or talents, have opportunities to succeed and be noticed.

### **Outstanding Behaviour for Learning**

Students are graded for their behaviour for learning in every lesson. Students that achieve positive marks from staff are awarded with a golden ticket every week. These golden tickets are collected per year group and every term a draw is undertaken where two winning students are presented with a prize. The top 20 students in each year are awarded with a celebration breakfast every term and a certificate to acknowledge this achievement. Students who receive more than 5 exceptional effort codes receive an email home. This also links to the gaining of house points.

Students are given values cards and are encouraged to demonstrate EBA values in lessons and around the school. Staff can sign these cards to recognise this and completed cards can be given to the Head Teacher for recognition and a reward.

Each week, Heads of Year will nominate students who have displayed exceptional attitudes to learning to meet with the Head Teacher for break time celebrations.

## **Outstanding Attitude to Learning**

Students with an outstanding Attitude to Learning and significant growth mindset qualities are chosen by faculties for this award. These students have their photograph taken with the Head of Faculty and this is displayed prominently in school. It is highlighted in newsletters, the school website and Twitter. Letters of congratulation are sent home.

## **Outstanding Attendance**

Students with 100% attendance are celebrated in termly rewards assemblies.

The form with the most improved attendance receives a trophy in assembly every half term. Small prizes are given to all students in the form. House points will also be awarded for exceptional attendance.

## **Outstanding Progress**

Each term the students who have made the most progress are invited to meet the Head teacher (year 11, 13) or Heads of Year (all other years).

## **Praise Postcards**

High quality green and gold Eaton Bank postcards are posted to students at home to acknowledge any type of success that staff wish to celebrate.

## **Achievement Boards**

We celebrate students' academic and extra curricular activities with Achievement Boards (high quality photographs) which are placed around the school.

## **Rewards Assemblies**

Every term extended assemblies take place to share and celebrate wide ranging achievements such as: 100% individual attendance, outstanding attitude to learning, outstanding behaviour and outstanding progress. Sport, performing arts and subject achievements are also celebrated. The value of active participation and extracurricular activities is highlighted.

House Assemblies will also be held on a half-termly basis to celebrate success and recognise students gaining house points for excellent attitudes to learning and outstanding behaviour.

## **Performing Arts Awards Evening**

Award winners are invited to showcase their performances at an evening event and shared meal.

Awards are given in drama, music, dance, art and design technology for

- outstanding Effort
- outstanding Achievement
- outstanding Contribution
- most Outstanding student

## **Whole School Awards Evening**

Parents and students from Year 8 to Year 13 are selected by staff to attend the prestigious annual awards evening usually held early in the autumn term. The evening celebrates outstanding academic achievements as well as leadership and contribution to school life. Students and their parents have the opportunity to listen to a special guest speaker who will also present awards alongside the Headteacher.

## **Appendix E – The role of the form tutor**

Overall role of the tutor

- To have high expectations of all their students and to support them all to be successful.
- To engage their students in school life and encourage them to participate in enriching school experience.
- To continue to prepare their students for a world beyond school.

Daily Procedures

- To monitor for any concerns regarding safeguarding.
- To develop supportive relationships within the group with the tutor and to develop a sense of team spirit and group identity.
- To help to develop the self-confidence of individuals within the group.
- To monitor the general pastoral, academic and physical welfare of the students in the form group, act upon any concerns and find opportunities to praise where appropriate.
- To be punctual to registration.
- Complete the daily attendance register.
- To discuss absence or lateness with students and its impact on their learning and progress.
- To carry out the Smart Start in core time
  - Students stand behind chairs at the start of core time
    - Uniform correct
    - Equipment on desk ready to be checked
  - Students sit once the check has been completed
  - To ensure an orderly start to the day in terms of having their equipment.
  - To check students' uniforms as they enter the tutor room for registration and uphold the high uniform expectations at Eaton Bank Academy. Students who have uniform issues, should be spoken to by their tutor and logged in Talaxy.
- To inform the Business Manager of worthy news events for sharing with the Eaton Bank Academy community and beyond. To also inform Learning and Progress Managers and members of SLT so that the good news can be recognised and shared publicly.

- To issue any necessary announcements, instructions or information to the students from briefing.
- To engender the expectations that registration and tutor time is educationally valuable and therefore to be approached with rigour and discipline.
- To encourage students to bring a reading book to school.

### **Weekly Procedures**

- To monitor any students on report.
- To attend year group assemblies punctually, and ensure there is a quiet and orderly start to the day. Tutors are to ensure their group are sitting in register order and they are supervised throughout.
- To distribute golden tickets.
- To support interventions for literacy and numeracy in tutor periods, where appropriate.
- To follow a weekly plan of activities as coordinated by the Heads of Year.

### **Occasional Procedures**

- To complete a fire register in the event of a fire evacuation.
- To ensure that letters and other correspondence are distributed as and when required. Ensure that matters arising from parents are discussed with pastoral managers, the SENCO or learning and progress managers when appropriate. Action to be taken when appropriate.
- In conjunction with learning and progress managers and pastoral managers, to meet parents over matters of concern and in appropriate cases attend meetings with external agencies.
- To attend tutor meetings as directed by the learning and progress managers and act on matters arising.
- To work with individual students, parents, and other stakeholders setting improvement steps, targets, action plans, PSPs for behaviour issues.
- To discuss progress and behaviour that might affect learning with students and parents.
- To work with learning and progress managers to identify and reward students who are making excellent progress.
- To assist as required, in the development of resources, schemes of work and teaching material to support the delivery of PSHE, SMSC, Citizenship and upholding British values.
- To deliver high quality differentiated lessons in PSHE lessons and on PSHE days which meet the needs of all learners in the group.
- To prepare references about students and contribute to reports about students as required for outside agencies.
- To ensure that all members of the tutor group understand the expectations for behaviour in the school.
- To monitor the behaviour of individuals and support the targeted reporting of some students.
- To attend specific evening meetings/events as set out in the calendar.

## **Role of the Sixth Form Tutor**

### Overall role of the tutor

- To have high expectations of all of their students and to support them all to be successful.
- To engage their students in school life and encourage them to participate in enriching school experiences, including helping them to develop their knowledge, understanding and skills.
- To contribute to preparing their students for a world beyond school.

### Daily Procedures

- To conduct one to one tutorials to track and monitor academic progress and attendance.
- To develop a purposeful start to the day that is of value to students and tutors.
- To develop supportive relationships within the group, including relationships between year 12 and 13 students to develop a sense of team spirit and group identity.
- To monitor the general pastoral, academic and physical welfare of the students in the tutor group, and to act upon any concerns that are noted, to find opportunities to praise where appropriate.
- To discuss absences/lateness with students and its impact on their learning and progress.
- To ensure that students are dressed in accordance with the Sixth Form dress code.
- To ensure students are punctual to scheduled morning tutorials.
- To issue any necessary announcements, instructions or information to students, this includes ensuring all students engage with notices given via staff briefing, sixth form briefing or the bulletin.
- To inform the Business Manager of worthy news items, for sharing with the Eaton Bank Academy community and beyond. Inform Directors of Sixth Form and members of SLT, so that good news can be recognised and shared publicly through assemblies, if appropriate.

### Weekly procedures

- Develop students' self-confidence, speaking, thinking and independent learning skills through meaningful and purposeful tutorials and scheduled activities.
- Engage students with current affairs and issues that may be new to them thereby broadening their horizons, raising aspirations and preparing them for future interviews.
- Check the performance of students who have a specific behaviour, attendance or intervention plan.
- Attend all assemblies/sixth form briefings, contribute as appropriate, and ensure that students are present, punctual and registered.

### Occasional procedures

- To ensure that all members of the tutor group understand the shared expectations of students in the Sixth Form.
  - To attend tutor meetings led by the Directors of Sixth Form and act on any matters arising.
  - To support students in making appropriate subject choices through year 12 and 13 in conjunction with Directors of Sixth Form.
  - To ensure that letters and other correspondence are distributed as and when required. To ensure that matters/concerns from parents, are acted upon and if appropriate, discussed with Directors of Sixth Form.
  - To ensure that projected grades and attitude to learning grades are shared with students after all data entry meetings.
  - To work with Directors of Sixth Form to identify and reward students who are making excellent progress.
  - To discuss progress, attendance, attitude to learning, behaviour and any performance data/information with students and parents.
  - To meet parents over matters of concern, possibly in conjunction with Directors of Sixth Form, and attend meetings with external agencies if necessary.
  - To work with individual students, parents and other stakeholders on setting improvement targets or action plans, in relation to progress, attendance and attitude to learning.
  - To hold learning conversations with targeted students and feedback to Directors of Sixth Form and other key stakeholders as appropriate.
  - To contribute to reports about students as required.
  - To assist as required, in the development of resources, schemes of work.
  - To deliver high quality lessons on PSHE/Citizenship which meet the needs of all learners in the group.
  - To attend specific evening meetings/events as set out in the calendar.
  - To support the Directors of Sixth Form in the year 11 and 12 transition.
- To write references for UCAS and employers.

## **Appendix F: Summary of Typical Behaviours and Sanctions**



EBA Summary of typical behaviours and sanctions/ interventions		
Typical Behaviours	Interventions/ Sanctions	
Late to core Missed core (recorded separately to being late so we can track it more easily) <b>Repeated</b> Uniform/ Equipment issues in core time or lesson time	<b>BREAK DETENTION</b> <ul style="list-style-type: none"> <li>Staff on late gate collect names and MHI adds students late to core on the break detention list for that day.</li> <li>Period 1 teacher- places a student on break detention if they seem to have missed core without a good reason but arrive to period 1.</li> <li>Tutor places students on break detention for repeated uniform/ equipment issues. (If students are able to correct uniform then it does not require a detention unless it is happening frequently)</li> </ul>	
<b>Record the following as a level 3 on Talaxy.</b> Disruption to teaching and <a href="#">learning</a> Arguing with staff/uncooperative behaviour Inappropriate use of social media or online technology Refusal to follow instruction. Use of mobile phone/ visible mobile phone Insulting or personal comments Lack of classwork Late to lesson without a good reason	<b>LUNCHTIME DETENTION</b> <ul style="list-style-type: none"> <li>Teacher records as a 3 and selects the appropriate behaviour and action. <b>Teacher writes brief comment on Talaxy.</b></li> <li>Teacher may issue a whole school lunchtime detention (<b>to take place the following day</b>) or they may manage this themselves (for example, by keeping student behind at the end of the lesson) and select teacher managed.</li> <li>An email is automatically generated to parents informing them of the detention once this is selected on <a href="#">talaxy</a>.</li> <li>Teacher to contact home/ liaise with <a href="#">HoF</a> if the behaviour is repeated over a few lessons.</li> <li>Ensure students record sanction in their Jotter.</li> <li>Repeated missed homework may be issued with a lunchtime detention (but not recorded as a level 3)</li> </ul>	<b>PM/HoY monitor</b> number of 3's and select appropriate intervention- e.g tutor/ PM/HoY report. Follow EBA Behaviour Intervention Process.
<b>Typical Level 4 behaviours in the Classroom</b> <ul style="list-style-type: none"> <li>Any of the level 4 behaviours a student chooses to continue despite 2 warnings given and a level 3 issued.</li> <li><b>Rarely, a 4 may be awarded without the warnings if behaviour is deemed serious enough-e.g. a student is extremely disruptive, rude, argumentative, swearing at other students.</b></li> <li>Walking out of a lesson without permission is a level 4 behaviour.</li> <li>Verbal abuse/threatening behaviour is likely to be a level 4 behaviour.</li> <li><b>If a student is issued with a level 4- they should be removed to a buddy room.</b></li> </ul>	<b>AFTER SCHOOL HoY DETENTION</b> <ul style="list-style-type: none"> <li><b>Teacher records a level 4 on the register, records the behaviour and enters a comment and selects a HoY detention as an action.</b></li> <li>An email will be generated to inform parents of the detention. Teacher to contact home to discuss the behaviour and liaise with <a href="#">HoF</a>.</li> <li>Where a student is not cooperative/ refuses to go to a buddy room or misbehaviour continues in a buddy room- <b>lesson call out should be used.</b></li> </ul>	<b>HoY/PM to monitor</b> level 4 behaviours and issue appropriate interventions- this may include reports/ further sanctions where appropriate.  <b>PM's will remove students to the IEU and issue an SLT detention</b>
Classroom behaviour such as lack of equipment/ homework should be recorded and these will be monitored by class teacher (passed up to <a href="#">HoF</a> as appropriate), PMs and <a href="#">HoYs</a> .		



# Appendix G: EBA Behaviour and Intervention Process



## Eaton Bank Academy- Behaviour Intervention Process

Step	Tutor	Pastoral Manager	Head of Year	SLT Lead	Parent	Head Teacher	Governor	SEND
1	Meet student-discuss behaviour concerns and offer initial support. Sends <b>step 1 email</b> home. Tutor monitoring of behaviour on <b>Talaxy</b> .	Informs tutor if a student gains 3+ level 3s or a level 4 in a week.			Informed by tutor. Parent to monitor <b>BfL</b> on <b>Talaxy</b> .			If student is on SEND register, liaise with LSA year group ( <b>egj</b> ) and ensure support strategies are in place and communicated.
Review after 1 and 2 weeks. If no improvement, student moves to step 2. If improved contact home.								
2	Tutor places student on <b>tutor report</b> and monitors this daily in core time. Sends <b>step 2 email</b> home. Tutor- supportive conversations.	Informs tutor to place student on tutor report. Informs subject staff.	Has overview, discussed in meetings with PM.		Informed by tutor about tutor report. Parent monitors <b>BfL</b> on <b>Talaxy</b> .			If student is on SEND register, liaise with LSA year group ( <b>egj</b> ) and determine if further support is required.
Review after 2 and 4 weeks. Target- 23/25 lessons level 2+ in week 1 and 2 and 24/ 25 in weeks 3 and 4. If no improvement, student moves to step 3. If improved contact home. Ongoing monitoring as necessary.								
3	If there is no improvement, PM places student on <b>Pastoral Report</b> . Parents invited in for a <b>step 3 PM meeting</b> . (PM, tutor, SEND year group lead) PM coordinates and implements <b>part 1 of a PSP</b> . PM gathers feedback from subject staff and implements support strategies and interventions. PSP stored in student's file on share-point. All further interventions, support and communications home recorded on PSP.	Has overview and discussed in meetings with PM.	SLT aware in meetings with PM and <b>HoY</b> .	Informed by PM and invited in for a step 3 meeting. Parent involved in PSP process. Referral made to SEND with parental agreement (if not already on SEND register)				If student is on SEND register- LSA year group lead invited to step 3 meeting. If not on SEND- PM makes referral for a SEND triage meeting. Outcomes recorded on PSP.
Review after 2 and 4 weeks. Target- 23/25 lessons level 2+ in week 1 and 2 and 24/ 25 in weeks 3 and 4. If no improvement, student moves to step 4. If improved contact home, moves back down to step 2: tutor report and/ or positive report								
4	If there is no improvement, student is placed on <b>Head of Year report</b> . PM continues to offer pastoral support. Parents invited in for a <b>step 4 HoY meeting</b> (HoY, PM and SEND representative as appropriate) PSP is reviewed and interventions planned and implemented. <b>Following a suspension- student will be placed on step 4 of Behaviour Intervention Process unless they are already on a higher step.</b>		Has overview and discussed in meetings with <b>HoY</b> and PM.	Informed by <b>HoY</b> and invited in for a step 4 meeting. PSP reviewed with parents.				Attend step 4 meeting as advocate if necessary. If not on SEND register- further referral made for further assessments as appropriate.
Review after 2 and 4 weeks. Target- 23/25 lessons level 2+ in week 1 and 2 and 24/ 25 in weeks 3 and 4. If no improvement, student moves to step 5. If improved contact home, moves back down to step 3: PM report and/ or positive report								
5	<b>Step 5 meeting with SLT Lead, HoY and SEND representative as appropriate.</b> Part 2 of the PSP is implemented- exclusion avoidance plan. Targets, support and interventions agreed and recorded on PSP. (IEU, AP and IRC manager interventions considered and implemented as appropriate).					SLT Lead reviews in weekly meetings with HT		Attend step 5 meeting as advocate if necessary
Review after 2 and 4 weeks. If no improvement, student moves to step 6. If improved contact home, moves back down to step 4. Reviewed after 2 and 4 weeks. Ongoing monitoring as necessary.								
6	<b>Step 6 meeting. Deputy Head Teacher Intervention meeting</b> with the following: Deputy Head Teacher, SLT Lead, <b>HoY/PM</b> , <b>Student</b> and student's parent/carer. SEND if attendance if necessary. Review of behaviour and PSP Timescale and interventions agreed and recorded on PSP. (Further IEU, AP and IRC manger interventions considered and implemented).							Attend step 6 meeting as advocate if necessary. If student has EHCP- <b>interim review to be called</b>
Review after 2 and 4 weeks. If no improvement, student moves to step 7. If improved contact home. PSP reviewed after 2 and 4 weeks with SLT lead, HoY, student and parents. Ongoing monitoring of PSP as necessary.								
7	<b>Step 7 meeting: Head Teacher Intervention Meeting</b> , Head, SLT Lead, <b>HoY/PM</b> , student, parent/carer- <b>SEND if appropriate</b> . Actions agreed on PSP. (Extended AP considered or <b>Off Site</b> Direction).							
Review as agreed in PSP. If no improvement, student moves to step 8. If improved contact home. PSP reviewed after 2 and 4 weeks with SLT lead, <b>HoY</b> , student and parents. Ongoing monitoring of PSP as necessary.								
8	<b>Step 8 meeting:</b> Following cumulative suspensions of <b>15+ days</b> (or one suspension of 15 days) in one term a Governor Review panel must be convened, at least one Governor must be present. Consider 'Off site direction' at another school if not already agreed in step 7. <b>If suspensions are &gt;15 days in one term, move straight to step 8</b>							
Review as agreed in PSP. If no improvement and/ or 'Off site direction' fails, student moves to step 9. If improved contact home. PSP reviewed after 2 and 4 weeks with SLT lead, <b>HoY</b> and parents. Ongoing monitoring of PSP as necessary.								
9	<b>Step 9 meeting:</b> Governing body exclusion panel convened. Outcome of the panel is implemented. Letter sent to parents outlining actions which have been agreed.							