



**Eastlea**  
COMMUNITY SCHOOL

# Behaviour Policy

<b>Leadership Team Responsibility:</b>	Deputy Headteacher
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To be read in conjunction with:

- [Eastlea Anti-Bullying Policy](#)
- [Positive Handling Strategy](#)

# Contents

## [Introduction](#)

[Aim of the policy](#)

Rewards

Uniform and personal appearance

## **Teachers and delivering The Eastlea Way:**

[Using the Reminder, Warning and Consequence system in the classroom.](#)

[Praise](#)

[Reminders](#)

[Consequence](#)

[Dealing with serious incidents](#)

[Emergency on call](#)

[Serious Incident Follow Up](#)

[Ongoing issues and support](#)

[Pastoral Structure](#)

[Detentions](#)

[‘On Call’](#)

## **Safety around the school**

[Sexual abuse and harrassment](#)

[Behaviour In the Community](#)

## **Permanent Exclusion, Suspensions and Internal Exclusion**

### **Tracking Behaviour**

### **Students on report**

### **Safeguarding and Behaviour Support**

## **15. Incidents of Illegal and criminal behaviour**

### **Appendices**

Appendix One: Use of Positive Handling and Restraint

The Legal Framework

Our approach

Key Legal References

#### [Appendix Two:](#)

Confiscation and Searches

Screening

Searching with Consent

Searching without Consent

#### [Appendix Three:](#)

Pastoral Care for Staff accused of Misconduct

#### [Appendix Four:](#)

Mobile Phones, headphones and other electronic equipment

#### [Appendix Five:](#)

Directed Placements to Alternative Provision

## Introduction

Eastlea is committed to creating a calm and orderly environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct by following 'The Eastlea Way'

### Curriculum vision:

*At Eastlea Community school we provide our students with the opportunities to thrive and flourish both academically and personally*

### The Eastlea Way for Students

#### Ready

Be ambitious



#### Respectful

Kind



#### Safe

Make the right choices



## The Eastlea Way for Students in Lessons

### Are you being ambitious?

1. You have arrived before the second bell
2. You are following instructions first time
3. Your equipment is on the desk
4. You are trying hard



## The Eastlea Way for Students Around the School

### Are you making the right choices?

1. You are following instructions first time
2. You are following the No Hands Rule
3. You are being kind and respectful
4. You are wearing perfect uniform



# Aim of the policy

- To create a culture of exceptionally good behaviour:
  - for learning,
  - for the community
  - for life
- To recognise, **reward and celebrate** good conduct.
- To ensure that all students are treated fairly and **consistently**.
- To help students take responsibility for their behaviour and be responsible for the consequences of it.

**Behaviour is always a form of communication.** Understanding that children are communicating through their behaviour gives adults the opportunity to respond differently. When children feel valued, respected and have their needs met, they are more able to recognise the needs of others, and there is no longer a reason to use challenging behaviour to communicate.

## The Eastlea Way - How we do things at Eastlea

At Eastlea all of our staff and students follow 'The Eastlea Way'. This means **we believe behaviour can be taught and learnt**. Understanding that we can change and improve behaviour for individuals and across the school means we should see every interaction as an opportunity to guide, model and support our students to meet our values.

## The Eastlea Way - Inside the classroom

Staff must know the needs of our students.

### Before:

#### Plan

- Know your learners - use data/prior work to inform planning e.g MTGs, reading ages, EHCPs, SEND K, access arrangements
- Prepare the text to plan for guided annotation and accountable reading

Staff always start lessons the same way.

**Start: (10 minutes maximum + 4 mins vocab)**

Teacher	Students
<ul style="list-style-type: none"> <li><input type="checkbox"/> 'Do now' is on the board ready for students - includes retrieval practice / spaced learning</li> <li><input type="checkbox"/> Teachers meet and greet students and set a positive tone on the door at the start of the lesson</li> <li><input type="checkbox"/> Share LO - One main objective: make explicit the skills or knowledge students will gain</li> <li><input type="checkbox"/> Take the register - Log lates (any student that arrives after the second bell) on Go 4 Schools (as a behaviour concern)</li> <li><input type="checkbox"/> Feedback on 'Do Now' activity</li> <li><input type="checkbox"/> Explicit teaching of one piece of tier two vocabulary each lesson. "I do, we do, then you do"</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Arrive on time (by the second bell)</li> <li><input type="checkbox"/> Greet teacher at the door and enter calmly</li> <li><input type="checkbox"/> Place equipment on desk, coats and jackets off, bags under the tables</li> <li><input type="checkbox"/> Write title and date and underline</li> <li><input type="checkbox"/> Complete the 'Do now' on the board at the start of lesson (5 mins)</li> </ul>

All staff must approach behaviour management using the following strategies:

<b>Behaviour for learning</b>	
Expectations	Approach
<ul style="list-style-type: none"> <li><input type="checkbox"/> Students are kind and respectful</li> <li><input type="checkbox"/> Students are ambitious and engage with the learning</li> <li><input type="checkbox"/> Students act with integrity</li> <li><input type="checkbox"/> Students do not shout out</li> <li><input type="checkbox"/> Students remain in lessons</li> <li><input type="checkbox"/> Teachers use "on-call" for behaviour incidents that cannot be managed in the classroom or within the department and if a student needs the medical room (or toilet in an emergency)</li> <li><input type="checkbox"/> Teachers count backwards 5,4,3,2,1 to gain silence in the classroom</li> <li><input type="checkbox"/> Teachers correct behaviour: remind, warn then give a consequence</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Narrate the positives, specific praise</li> <li><input type="checkbox"/> Address primary behaviour, linked to values</li> <li><input type="checkbox"/> Connection before correction</li> <li><input type="checkbox"/> De-escalate (strike when the iron is cold)</li> <li><input type="checkbox"/> Emotion coach / zones of regulation</li> <li><input type="checkbox"/> Regulate, relate, reason</li> <li><input type="checkbox"/> Restore following consequences or correction with planned timing, tone and talk</li> <li><input type="checkbox"/> Model the behaviour you want to see</li> </ul>

All staff must end lessons in the same way and then ensure the review process is done systematically.

**End:**

Teacher	Students
<input type="checkbox"/> Make explicit what the students have learnt - new information or skills practised. <input type="checkbox"/> Set expectations for homework and / or preparation for next lesson <input type="checkbox"/> Ensure the classroom is tidy <input type="checkbox"/> Check uniform <input type="checkbox"/> Dismiss table by table	<input type="checkbox"/> Record homework <input type="checkbox"/> Tidy away resources <input type="checkbox"/> Put books in a neat pile <input type="checkbox"/> Leave the classroom calmly

**After the lesson:**

Teacher Review
<input type="checkbox"/> Look through students work at the end of the lesson to identify what students have understood and where they are struggling to inform planning <input type="checkbox"/> Provide feedback in books - this should be done approximately every 6 - 9 lessons or once every three weeks <input type="checkbox"/> Set homework to consolidate learning <input type="checkbox"/> Record positives and negatives on Go4Schools and follow up on any behaviour concerns

## Rewards

Staff should praise visibly and sincerely. Use praise before warnings and ensure that all students are aware of what is expected of them. Praise is important in recognising behavioural norms and reinforcing positive behaviour. Praise has more impact on changing negative behaviour than sanctions. . Praise is a key component of good teaching and good staff/student relationships. Good behaviour is also best promoted and developed by drawing attention to and rewarding well behaved and hard working students.

Punishing a child for a behaviour may stop the behaviour for the moment, but it does not give the child support or provide alternate ways to act in difficult situations. When adults help children find positive ways to communicate their needs to others, children learn important social and problem- solving skills that will help them throughout their life.

Students should be praised on a 10:1 ratio and praise points are monitored by year teams with each milestone marked by a reward

- Reward postcards
- Positive phone calls home
- Letter home signed by Achievement Leader
- Certificate home signed by Senior Leadership Team
- Congratulations letters from the Headteacher
- Prize draws
- Book vouchers
- Bronze, silver and gold stars and shield lapel badges to mark significant positive point milestones.

# Uniform and personal appearance

At Eastlea Community School we want our students to take pride in their appearance and in their school. The uniform is a visible representation of our belief that community is our strength.

## The following uniform is compulsory for all students:

### 1. Blazer

- We have a smart blazer with the school logo.
- This must be worn around the school and on school trips.

### 2. White Shirt

- A white collared shirt (long or short sleeve). No long - sleeved tops to be worn under the shirt.
- Polo-shirts cannot be worn, other than in PE.

### 3. Tie

- Ties must be tied and worn *properly* at all times. (This means that the tie should reach their waist band)

### 4. Black Trousers or Skirts

- Smart skirts and trousers must be plain black and must not have excessively visible buckles, studs, logos, embroidery etc.
- Trousers must be smart and suit style i.e. they must not be tight or overly loose/baggy.
- Skirts must be knee length or longer, but must not be too long (i.e., past the ankle).
- Skirts must be one layer only.
- Jeans or jogging bottoms, must not be worn as part of, or underneath, the school uniform.
- Any belt worn with skirts or trousers must be black.

### 5. Plain Black Shoes

- Shoes must be sensible and safe for school. Heels should not exceed 3cm.
- Footwear must have closed in toes and should not be backless.
- Footwear must not have excessive decoration (jewels, buckles, tassels, logos etc) or have coloured laces.
- Trainers are not permitted and will be confiscated by the school if they are worn in school.

## The following uniform items are optional for all students:

### 1. Optional V-Neck Black Jumper with School Logo

- Any and all non school sweatshirts, cardigans, hooded tops or tops of any kind are prohibited at all times on school site. This includes if worn while taking part in PE lessons.

### 2. Religious headwear e.g. Hijab/Headscarf/Mosque hat etc

- If worn, must be black, plain with no embroidery, tassels or other decoration.



### **3. Socks and tights**

- Socks must be plain black. (white or coloured socks are not permitted)
- Black knitted tights may be worn; they must not be patterned, lacy, sheer or different colours.

### **4. Outdoor wear**

- Coats/jackets must be plain black with no logos. Any non-black jackets/coats or outerwear may be confiscated by staff.
- Hats and caps must not be worn inside the school at any time. Plain black hats can be worn in the playground at break times but they must not show any logos.

### **5. Jewellery**

- Students may wear small discreet stud ear piercings and a watch. Earrings must not exceed the size of a 5p piece.
- Students may wear one plain black headband.
- Bracelets and ankle chains should not be worn to school
- The school will not take responsibility for jewellery worn to school

### **6. School Bags**

- School bags must be large and practical enough to hold required equipment and school books (including A4 size).
- The school will not take responsibility for any lost or stolen items including electronics, purses, wallets or high value items.

### **7. PE Uniform**

- Eastlea logo black jogging bottoms or Eastlea logo black shorts
- Red polo shirt with Eastlea logo
- Eastlea logo PE top.
- No other jumpers are permitted.

### **8. Face Coverings**

- In order for students to learn most effectively students are not permitted to cover their face. This includes wearing and facemask. This decision would be reviewed in the case of a future pandemic.

### **9. Makeup and false nails**

- The school discourages students from wearing any makeup. However if makeup is worn it should be discreet and minimal. Fake acrylic nails are NOT permitted, students who have these will be told to remove them as they pose a health and safety risk..

## **The uniform guidelines will be reinforced consistently:**

- **Non-uniform items will be confiscated, and the school cannot take responsibility if items are mislaid during the period of confiscation.**
- Students who are not in uniform will either be sent home to change with the permission from their parents or carer, or will be given the correct uniform to wear. Students will either be required to return these items or to pay for a replacement.

Students who are sent home to change must only take as long as necessary to change into the correct uniform. If a student persists in not wearing the correct uniform then their absence, when returning home to change, will be recorded as 'unauthorised'..

## Equipment

Students are expected to come to school fully equipped and ready to learn. Arriving at school correctly equipped is very important; failure to bring the correct equipment means that your child loses valuable learning time. They are expected to arrive at school every day with the following equipment:

1. Clear plastic pencil case
2. Black pen
3. Pencil
4. Ruler
5. Rubber
6. Green pen
7. Scientific calculator (Casio Fx-83Gt Plus Scientific Calculator)
8. 30cm Ruler
9. Protractor and Compass
10. Reading Book
11. Blazer booklet

### School Blazer

Worn at all times in the school building  
Removed with permission from class teacher in lessons

### Socks and tights

Plain black

### School Tie

Worn properly so that it reaches the top of your school trousers or skirt.

### Smart White Shirt

Plain white, long sleeved shirt. Worn with all buttons done up and fully tucked in at all times.

### Jumper

Optional plain back V neck jumper with school logo



### Trousers

Black, tailored trousers with plain black belt if required

### Shoes

Plain black, smart shoes with plain black laces and stitching.

### Hijab/headscarf

Plain black, if worn

### Jewellery

A single ear or nose stud no bigger than a 5 pence piece

### Coats and outerwear

Students can wear **plain black coats** when they are in the playground but not in the building.

Students must not wear any other jumpers, hoodies, hats or gloves at any time.

# Teachers and delivering The Eastlea Way:

## Using the Reminder, Warning and Consequence system in the classroom.

### Praise

- Praise is widely regarded as the most effective motivator. At Eastlea we aim for a 1:10 ratio of negative to positive behaviour management. Positive reinforcement helps: build positive relationships, foster independence, raise confidence and improve engagement. We expect teachers to narrate the positives for the whole class and give specific, targeted praise.

### Reminders

- It is important that staff remind students of the school's expectations regularly throughout the school day. This helps students regulate their own behaviour. Staff should give regular reminders for students at the start of lessons, tasks and while moving through the school. This helps to reinforce expectations and show we have consistent expectations across the school. Reminders should target the primary source of behaviour concern and be linked to our values.

### Warnings

- A warning should be a private opportunity to explain to a student that if their behaviour continues they will face a consequence.

### Consequence

- If a student's behaviour repeatedly falls below the school's expectations, staff should log negatives on Go4Schools. Whenever a teacher gives a consequence they must log it on Go4Schools as soon as possible (must be the same day), and ensure the student fully understands the consequences.

### Teacher's responsibility around SEND related behaviour

- Teachers must take care when giving sanctions or consequences for behaviour which may be related to a learning need or disability. Some SEND are protected under the disability and discrimination act. Teachers should always consider whether they have made reasonable adjustments for the behaviour of these pupils.
- Staff are advised to be curious about what behaviour might be communicating and consider adaptations to their delivery of the curriculum. The SENCO, Achievement Leads, Pastoral Managers or Teaching Assistants can offer guidance on adaptations for students with identified needs

### For example:

- Non completion of homework which is not differentiated
- Disruption to lesson for an ADHD pupil
- Swearing for a student with ASD or Tourettes

### Reasonable adjustment:

- Time at student's choice to complete homework with support
- Increased warnings via non-verbal cues, moving seat
- Parent meeting or supportive conversation with TA or SEND team

## Dealing with serious incidents

At Eastlea Community School we aim to avoid the need for physical intervention and regard this as a last resort in managing situations. We always aim to deal with behaviour using a positive approach and therefore this policy should be read in connection with our Positive Handling Strategy.

Staff should be aware that when they are in charge of children during the school day, or during other supervised activities, they are acting in loco parentis and have a 'Duty of Care' to all children they are in charge of. They must, therefore, take reasonable action to ensure all students' safety and wellbeing.

**We aim to manage behaviour positively with the aim of de-escalating any situations of negative behaviour quickly and effectively without the need for further sanctions or potentially unsafe situations.**

### Remember:

- Students don't choose to lose control. It will be frightening for them and others
- The student and other students watching need to know the adults are calm and will be able to control the situation
- The more confident you are, the more quickly the student will calm down. Assume the student will calm quickly
- Students need to see adults dealing with difficult situations without anger or aggression. This provides an important role model. This is why we seek to de-escalate (strike when the iron is cold).

### Helping to calm a situation

- Send or call for help immediately. You don't know what is going to happen.
- Remain calm and controlled. Do not lose your temper. You are the adult.
- Talk firmly and clearly. Only shout to be heard.
- Keep talking, This will make the students feel more secure.
- Give clear instructions, e.g. 'Put the stick down' (not *Control yourself* or *Stop that*). You may need to repeat this – like a broken record!
- Remember to use the 'Walk Away Rule'

- Describe what you want to see, not what may be happening. For example “We are going to be Ok and calm down” not “you are being really threatening”.
- Tell the student you are calling for help to support them (not to punish them).
- Remove any audience. It is hard for students to back down in front of friends.
- Speak about the behaviour not the student e.g. ‘Waving the stick is dangerous’ (not *You are dangerous*)
- Identify the student’s emotion, e.g. ‘I can see you are angry but hurting someone is not OK’
- Remove anything which could be used as a weapon.
- If two students are fighting, encourage the less aggressive one to move away. Friends often support by encouraging them to move.
- Keep a safe distance. Agitated, dysregulated people need more body space.
- Support a colleague by asking how you can support rather than addressing a student directly if you see a staff member dealing with an agitated student.

### Things which make a situation worse

- Avoid confrontational body language. Standing next to the student is less confrontational than face to face – do not stand with your hands on your hips
- Do not look the student in the eyes for very long or insist on eye contact
- Avoid language which may make the student angrier e.g. do not say *Don’t be so childish*
- Do not hold or pull the student away unless everything else has failed. This is a risk to you.

## Emergency on call

An experienced member of staff will always be on duty and can be called on to help in an emergency, e.g.

- a fight
- if a student is refusing to be parked in another classroom
- the situation is dangerous for you or the students
- the student threatens you
- there is a serious accident or medical emergency, e.g. an epileptic fit
- you are taken ill

They can be contacted by using this link [oncall](#), sending a student to the nearest adult for help or by contacting reception. [020 7540 0400](tel:02075400400)

## Serious Incident Follow Up

If you have witnessed a serious behaviour incident please ensure that you email a full, detailed account of the incident to [behaviour@eastlea.ncltrust.net](mailto:behaviour@eastlea.ncltrust.net) and log the incident on Go4Schools. This will ensure the incident is resolved as quickly and safely as possible. A serious incident is anything that falls into the **-10 or above category** on Go4Schools.

# Ongoing issues and support

At Eastlea we support each other and work as a team to manage student behaviour. If there are repeated issues with the behaviour for learning in any of your lessons we are all here to put things right.

In the first instance staff should seek support from their line manager who can help in identifying issues and which school systems could be applied.

Whilst departments should lead on dealing with poor behaviour in their areas, it is acknowledged that there are times when a student has particular difficulties. Students may require additional support to improve their behaviour and conform to the expected standards. When a student displays continuous disruptive behaviour, it may mean that they are experiencing learning, behavioural, social, emotional or other barriers to learning that might impede self discipline and effective learning.

**Concerns about these students should be raised with the student's Achievement Leader/Pastoral Manager who will follow the referral process for such students and discuss additional interventions.** Information shared by teachers may form part of the SEND graduated approach for identifying barriers to learning

**Teaching Staff can also find support with their behaviour for learning in a range of places including:**

- Line Management meetings
- Behaviour for learning toolkits
- Pastoral manager lesson support
- Teaching & learning coaching
- External CPD as directed by the Deputy Headteacher responsible for behaviour
  - [Creating a Culture and Running your Classroom](#)
  - [Following up and Following Through](#)
  - [Restorative Practice](#)
  - [Restorative Practice Questions](#)
  - [How I Respond to Escalating Behaviours](#) showing more ways to help de-escalate and manage behaviour effectively in the classroom.

**Staff will find further guidance on behaviour for learning and for working safely with students in the below government guidance.**

- <https://educationendowmentfoundation.org.uk/tools/guidance-reports/improving-behaviour-in-schools/>
- [Guidance for Safer Working Practice for Adults who work with Children and Young People in Education 2023](#)

## Pastoral Structure

7	8	9	10	11
Achievement Leader	Achievement Leader	Achievement Leader	Achievement Leader	Achievement Leader
Lead Pastoral Manager				
Pastoral Managers			Pastoral Managers	

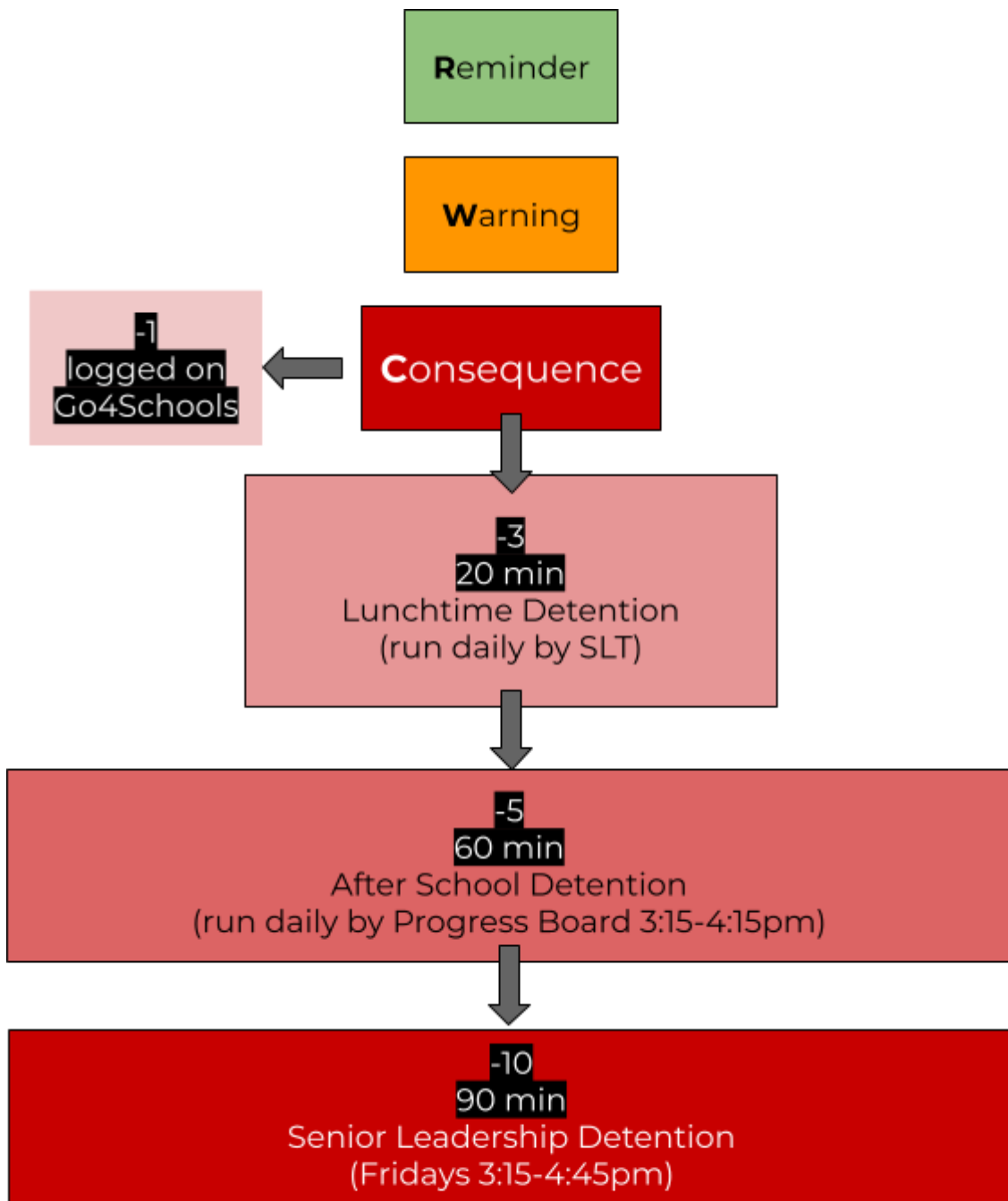
Expectations of key roles and responsibilities:

- **Tutors** - are the first point of contact for students and families and check their tutees uniform, equipment and punctuality at the beginning of each day.
- **Achievement Leader** - Manage tutors and monitor the progress of the students in their year group and help to keep students on track to achieve their full potential.
- **Key Stage Pastoral Manager** - Manage serious incidents, investigate and ensure parity.
- **Lead Pastoral Manager** - Manage the Key Stage Pastoral Managers and ensure consistent adherence of the Eastlea Way across the school.

## Detentions

Members of staff use the school's consequence system fairly and systematically if a student repeatedly fails to follow **The Eastlea Way**.

All detentions are recorded and set on Go4Schools and parents are notified via this account through email and mobile notifications. If a student fails to attend a detention this should be consistently followed up using the below system.





# 'On Call'

Teachers and departments are expected to take the lead in dealing with misbehaviour in lessons, but are able to make use of the 'On Call' system if required. All faculties will have systems in place for the supervision of students who are removed from a lesson (parking rota). If a student has to be removed from a lesson the class teacher and the Head of Department must decide on an appropriate course of action and share this with the student before the next lesson. **The use of 'oncall' must also be logged on Go4Schools.** 'On-call' should only be called when department parking rotas are not adequate to manage the misbehaviour. They can be contacted by using this link [oncall](#), sending a student to the nearest adult for help or by contacting reception. 020 7540 0400

## Safety around the school

To ensure the safety of all members of Eastlea Community School we must have high expectations with regard to movement around the corridors and in the playground. Staff must ensure students always follow **The Eastlea Way** and pay particular attention to the following expectations:

- breaking the school's "No Hands Rule"
- unsafe or dangerous behaviour
- Not always being polite and following instructions first time
- Always following the 'Walk Away Rule'

Staff on duty at break or lunch must be punctual to their duties. While on duty they should be alert and active and challenge any unacceptable behaviour in their duty area. It is the responsibility of **all staff** at all times to challenge unacceptable behaviour.

## Child on Child harassment or abuse

As in all settings, there can unfortunately be situations where young people are subjected to bullying (including cyberbullying);

Children should be free from harm. Examples of child on child harassment include:

- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence and sexual harassment;
- gender-based violence
- Sextortion; and
- initiation-type violence and rituals.

Occasionally, allegations may be made against students by others in the school, which are of a safeguarding nature. Safeguarding issues raised in this way may include physical abuse, emotional abuse, sexual abuse and sexual exploitation. Staff must bring the allegations of this nature to the attention of the Designated Safeguarding Leads.

Young people are not always able to articulate that they feel uncomfortable with others touching them. At Eastlea Community School we recognise that this can be a difficult issue for students and therefore take the decision out of the student's hands. Any touching of

another student is not allowed and all students should follow the 'no hands rule'. This is to ensure that students are not placed under undue pressure to explain 'inappropriate touching' as a 'joke' or as consensual.

## Sexual abuse and harrassment

If a student discloses an incident of sexual abuse and or harrassment all members of staff must report this incident to the designated safeguarding lead immediately either in person or via the school's 'oncall' system. Staff should bear the following in mind when a child makes a disclosure

- Always take the child seriously;
- Don't promise confidentiality.
- Listen to the child non-judgmentally
- Record the disclosure / facts as reported
- Pass the information to the DSL or a Safeguarding Officer immediately.

Bullying, intimidating and sexually abusive behaviour in all its forms is unacceptable and does not adhere to '**The Eastlea Way**'. If cyberbullying takes place outside of the school gates the school will treat the matter in the same way as any behaviour that occurs on the school site.

- If an allegation is made then we will support the victims of peer on peer abuse, whilst establishing the facts of the case and liaising with Police and Social Services (where necessary), by:
  - if appropriate, removing the alleged perpetrator from any classes they share with the victim;
  - considering how best to keep the victim and alleged perpetrator a reasonable distance apart on school or college premises and on transport to and from school.
  - providing support in the form of counselling, mentoring or a 'safe space' if requested.
- These actions are in the best interests of both children and should not be perceived to be a judgement on the guilt of the alleged perpetrator.

Whilst all incidents of this nature will be considered in their own context, the nature of this type of behaviour may sometimes mean that permanent exclusion is the appropriate action. All young people involved in such incidents would be referred to Social care as a mechanism to ensure support for a potentially vulnerable young person - please refer to the Child Protection and Safeguarding policy for more details.

- Staff will find further useful guidance in the policies below.

[Managing a disclosure in school](#)

[Sexting in Schools and Colleges: Responding to Incidents and Safeguarding Young People](#)

[Sexual violence and sexual harassment between children in schools and colleges - May 2018](#)

# Behaviour In the Community

Students on their way to or from school or on school trips have an additional responsibility to ensure that their behaviour does not bring the school into disrepute. By bringing the school into disrepute the student impacts on the rest of the school community.

All students at Eastlea Community School are bound by the expectations of the school whilst:

- they are wearing the school uniform.
- when they are taking part in any school-organised or school related activity
- are in some way identifiable as a student at the school.
- are taking actions which affect students in the school community

The school will apply consequences where a student is found to have breached the behaviour expectations if any of the above apply.

There may also be occasions when the above does not apply but the student's actions:

- have repercussions for the orderly running of the school
- pose a threat to another students or members of the public
- could adversely affect the reputations of the school.

If a student is found to be involved in such an incident the school will also apply consequences up to and including permanent exclusion from the school.

## Permanent Exclusion, Suspensions and Internal Exclusion

Suspensions and Internal Exclusion are serious sanctions applied in different cases. Internal exclusion is a serious alternative to Suspensions.

Internal Exclusion is used where:

- An incident that falls into the -10 or above category (appendix 7)
- A student puts members of the school community at risk
- A student disrupts the good order of the school. A student fails to meet the standards set out in the schools behaviour policy and it is necessary for safety or for the good order of the school to remove them from general circulation for a period of time or until sufficient interventions can be put into place to help prevent further incidents.
- Internal exclusion will take place either on site at Eastlea or at one of the other Trust schools.
- Students will be expected to complete work in a small and silent environment away from the mainstream lessons for a specific period of time.
- At the end of the period the student will be encouraged to engage in appropriate reflection and restoration work in order to discourage them from repeating the same behaviours in the future.

Suspension is used where:

- An incident falls into the -20 category (appendix 7)
- A student fails IER

- Incidents that require a more formal record such as weapons, injury caused to staff, illegal substances
- Where there is a particular reason why a student will respond better to Suspension than IER
- Where it is necessary for the health and safety or good order of the school to remove a student from the school site immediately.
- At the end of the period the student and their family will be invited to attend a return from suspension meeting. This meeting provides a time for reflection and restoration work for the young person and also allows the school and family to work together to help support the student from repeating the same behaviours in the future.

Occasionally directed placements at an off-site provision may be used:

- This may be as a respite placement for students at risk of exclusion after discussion at the 'Year Group Panel Meetings'
- As an alternative to internal exclusion where an offsite sanction is preferable
- As day 6 provision for student that have a Suspension

There are some situations where Permanent Exclusion is unavoidable and in these cases all relevant people, including the borough will be informed on the day the decision is made by the Headteacher.

The Department for Education gives the Headteacher the power to exclude student either temporarily (Suspension) or permanently:

- *'in response to a serious breach or persistent breaches of the school'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.*

Full details of this power can be found here:

[Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#)

## Tracking Behaviour

At Eastlea Community School, behaviour is tracked through the use of the school's behaviour tracking system (Go4Schools) upon which all members of staff are able to log behaviour - both positive and negative. A tariff of these praises and concerns can be found in Appendix 7.

Behaviour tracking means that incidents of positive and negative behaviour are logged on a database so that:

- the school is able to monitor more effectively patterns of behaviour by individual students and across the school, thus enabling more effective intervention
- Parents are able to keep track of their child's behaviour record and support their child and the school by reinforcing expectations at home.
- If the school has had to set a detention parents and carers will be notified of the detention and their child's attendance via the Go4Schools email and mobile notification system

# Students on report

A student may be placed on Tutor report for one or more of the following:

- Concerns expressed in a number of subject areas (via Go4Schools / incident reports / discussion with staff)
- Concerns about underachievement
- Concerns about bullying or anti-social behaviour etc
- Truancy
- Frequent lateness (to school or lessons).

Failure to achieve the targets set on the Tutor report could lead to: contact with home, appropriate consequences such as the setting of detentions or the report escalating to Pastoral managers / senior staff.

The hierarchy of pastoral reports students may be placed on follows the sequence:

- Tutor Report
- Achievement Leader
- Lead Pastoral Manager
- Assistant Headteacher
- Deputy Headteacher

Some students may move to a higher level of report skipping some levels, based on their individual needs and identified support.

# Safeguarding and Behaviour Support

When a student displays continuous disruptive behaviour, it may mean that they are experiencing learning, behavioural, social, emotional or other difficulties that might impede self discipline and effective learning. We believe that the most effective way to manage behaviour is to praise and reward good behaviour. However, we recognise that there are times when further intervention is required.

Students who may be experiencing difficulties are referred to the 'Year Group Panel Meeting' via their year teams where their needs are tracked, monitored and discussed and appropriate interventions are put in place. These may include:

- Intervention groups run by the behaviour support team at Eastlea
- Pastoral Support Plan (internal)
- Referral for SEND interventions via the SENCo for example, Emotional resistant coaching, Tree of Life Intervention, Dyslexia Intervention, Phonics and fluency support and Zones of Regulation.
- In school counselling service
- Referrals to external services. For example CAMHs (for ADHD or ASD), Speech and Language therapy or Educational Psychologists
- In school mental health support with Mental Health First Aid workers

It may be appropriate to consider multi-agency referrals such as:

- A referral to Children's social care if there is reason to believe that the behaviour of a child is an indication of abuse or harm.
- Referral to CAMHS (Mental health concerns)
- Please see the school's Safeguarding policy for further details.

## Incidents of Illegal and criminal behaviour

In cases when a member of staff or Headteacher suspects criminal behaviour, the DSL, Deputy Headteacher and Headteacher will make an initial assessment of whether an incident should be reported to the police. This will take place after the initial investigations, which will gather enough information to establish the facts of the case.

If a decision is made to report the incident to police, staff will ensure any further action taken does not interfere with ongoing police action.

However, Eastlea retains the discretion to continue investigations and enforce its own sanctions so long as it does not conflict with police action. When making a report to the police, it will often be appropriate to make in tandem a report to local children's social care. In these cases, the designated safeguarding lead (or deputy) would take the lead.

Reports of child-on-child sexual violence and abuse will be managed via the systems outlined above.

# Appendices

## Appendix One: Use of Positive Handling and Restraint

At Eastlea Community School we are committed to a positive behaviour policy which encourages children to make positive behaviour choices. On rare occasions circumstances may result in a situation that requires some form of physical intervention by staff. Our policy for physical intervention is based upon the following principles:

- Physical intervention should be used only as a last resort when other appropriate strategies have failed;
- Any physical contact should be only the minimum required;
- Physical intervention must be used in ways that maintain the safety and dignity of all concerned;
- Incidents must be recorded and reported to the Head teacher as soon as possible;
- Parents/Carers will be informed on the day of each incident.

## The Legal Framework

Section 93 of the Education & Inspections Act 2006 allows 'teachers and other persons who are authorised by the Headteacher who have control or charge of students to use such force as is reasonable in all the circumstances to prevent a students from doing, or continuing to do, any of the following:

- Causing injury to his/herself or others;
- Committing an offence;
- Damaging property;
- Prejudicing the maintenance of good order & discipline.

## Our approach

At Eastlea Community School we aim to avoid the need for physical intervention and regard this as a last resort in managing situations. We always aim to deal with behaviour using a positive approach and therefore this policy should be read in connection with our Behaviour Policy.

It is not possible to define every circumstance in which physical restraint would be necessary or appropriate and staff will have to exercise their own judgement in situations which arise within the above categories. Staff should always act within the School's policy on behaviour and discipline, particularly in dealing with disruptive behaviour.

Staff should be aware that when they are in charge of children during the school day, or during other supervised activities, they are acting in loco parentis and have a 'Duty of Care' to all children they are in charge of. They must, therefore, take reasonable action to ensure all

student safety and wellbeing. Staff are not expected to place themselves in situations where they are likely to suffer injury as a result of their intervention.

**Eastlea's Positive Handling Strategy contains clear guidance for staff on positive interactions with young people. Please ensure that you have read through this guidance and raised any queries or questions you have with your line manager or the Deputy Headteacher for Behaviour .**

## Key Legal References

- 'Reducing the need for restraint and restrictive intervention' - HM Government 27th June 2019

The NEU also produces a guidance document called [Education, The Law and You](#), which provides a helpful summative overview.



# Appendix Two:

## Confiscation and Searches

This section of the policy has been written with reference to the Government guidance on [Searching, Screening and Confiscation; Advice for Headteachers, School Staff and Governing Bodies - January 2018](#)

### Screening

Eastlea Community School places a great emphasis on the importance of the safety of all members of the community at all times. To ensure the safety of the school community, from time to time the school may 'screen' students as they arrive at school. This might involve students walking through a metal detector (arch) or being screened by a hand held metal detector (wand) even if the school does not suspect them of having a weapon. The consent of students and parents is not required and is part of the School's statutory power to manage the safety of staff, students and visitors. We hope that parents would view this as a positive measure and understand that this is because we see the safety of our school community as paramount.

### Searching with Consent

There are occasions when schools must use their power to search, screen or confiscate items from students in order to ensure the safety of all members of the school community and to maintain school discipline and good order. At Eastlea Community School searches should take place with verbal authorisation from the Headteacher. In the absence or unavailability of the Headteacher, the Headteacher delegates the authority to the Deputy Headteacher responsible for behaviour. In the absence of a Deputy Headteacher, permission should be sought from the most senior member of staff on the school site.

At Eastlea Community School school staff are permitted to search a student for **any** item **if the student agrees**. However, if a student does not agree they may receive a sanction for non-cooperation.

### Searching without Consent

There will be rare occasions the Headteacher (or a member of staff authorised by the Headteacher) decide to search a student if they have reasonable grounds to suspect that the student may have a prohibited item in their possession.

However, it should be noted that the Headteacher will **always** authorise a 'search without consent' if there are reasonable grounds to suspect that a student has an item in their possession which **endangers themselves or other members of the community**. In such instances, the Headteacher would always expect the member of staff to prioritise the safety of themselves and others and conduct the search as soon as they can safely do so even if they have not gained authorisation from the Headteacher. When conducting a search the

staff members will adhere to the government guidance: [Searching, Screening and Confiscation; Advice for Headteachers, School Staff and Governing Bodies - January 2018](#)

Prohibited (banned) items are as follows:

- Knives or weapons
- Alcohol
- Illegal Drugs and banned substances: including THC, Spice or chemicals sometimes known as 'legal highs'
- Stolen items
- Tobacco products and associated paraphernalia including lighters and cigarette papers
- Vape pens (disposable or non-disposable) including all associated liquids and paraphernalia for these
- Fireworks including, 'Snaps' and 'Bangers'
- Pornographic images
- Unnecessary amounts of money, specifically amounts of £20 or more
- Any article that the member of staff 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).

Additionally, Eastlea Community School bans the following items and identifies these as items which may be searched for:

- Mobile phones or electronic devices which may contain content of malicious communication or content that has been used to bully, intimidate or humiliate others, or places a young person at risk of harm.
- Any items that may be being sold by students on school site without the express permission of the Headteacher
- Any unhealthy food items, specifically,
  - Sweets
  - Large bags of crisps
  - Large chocolate bars
  - Junk food
  - Energy drinks (caffeinated)
  - Sweet or fizzy drinks

In instances where there are reasonable grounds to believe that an electronic device contains content, such as that outlined above, then the member of staff may search the contents of the phone. If such content is found then the staff member may take any of the following actions depending on their professional judgement:

- Confiscate the device as evidence and to prohibit further use.
- Take images/copies of the content to retain as evidence (except in cases where the content is unlawful, in which case the device will be retained and passed to the Police)
- Delete the malicious content from the device, if they believe there is good reason for doing so, and return it to the student.

If there is reason to believe the electronic device may contain indecent images of children it must be immediately handed to the DSL. This will then only be searched if absolutely necessary and in the presence of the Headteacher.

## **Search Protocol**

**Step 1** - Permission sought from and granted by the Headteacher. The DSL must also be informed.

**Step 2** - The search must take place in a room away from other students and must be conducted by two members of staff, one of which must be the same gender as the student.

**Step 3** - Staff must ask the student if they are in possession of any banned items. The list of banned items should then be shared again with the student. If the student says yes the student will be asked to give the banned item to the members of staff present.

**Step 4** - Staff will then ask the student to give them any bags or coats in the student's possession. The staff will then check all pockets and compartments of these items and place all belongings in full view of the student on a table.

**Step 5** - Staff will then ask the student to empty their pockets (if they have them) and turn them inside out so that they can be seen. The contents of the pockets should be placed on a table by the student.

**Step 6** - If a banned item is found it will be removed from the table and taken out of the room to be locked in the school safe. If the item is illegal the DSL and Headteacher must be notified immediately.

**Step 7** - All other items are then returned to the student who will be given time to replace their belongings and ask any questions they may have.

**Step 8** - The incident is recorded on the search and restraint log and the parents/carers of the students are notified by phone.

If the student does not consent to the search the Headteacher and family will be informed and the student will remain separated from the general school population until the safety of others can be guaranteed.

# Appendix Three:

## Pastoral Care for Staff accused of Misconduct

All members of staff are expected to treat students with appropriate respect and any allegations made against a member of staff will be investigated and appropriate action taken. If there is a concern that the member of staff may have:

- behaved in a way that has harmed, or may have harmed a child
- possibly committed a criminal offence against children, or related to a child
- behaved towards a child or children in a way that indicates s/he is unsuitable to work with children

A referral will be made to the LADO (Newham - Local Authority Designated Officer) and any investigation will follow guidance from them. A designated member of staff will make contact with the member of staff to check on their welfare, throughout any resulting investigations or suspensions.

Where an investigation concludes that the allegation was in the 'balance of probabilities', malicious, a decision will be taken by the Headteacher about what further action may be appropriate. An exclusion may be considered where it is felt appropriate and the member of staff's reputation has been tarnished or they have suffered in the process.

## Appendix Four:

Mobile Phones, headphones and other electronic equipment

Mobile phones and headphones are a part of everyday life, but can cause problems in school – they may be stolen, they may be used as a way to bully people, and they may be a distraction. If a student brings their phone or headphones to school **it must be handed in at the start of the school day and can be collected at the end.**

**Mobile phones and electronic devices are not permitted at Eastlea Community School.**

If a member of staff sees a student using a phone or earphones on the school site, or if their phone causes a distraction, e.g. by ringing inside their bag, they will be asked to hand it over. **It must then be handed over straight away without argument.** If this does not happen the issue should be escalated to the students year team immediately for failure to handover the device (-10)

If a parent needs to contact a student during the school day they may do so by calling the Reception and a message will be passed to the student.

Other portable electronic devices will be treated in the same way: iPods, game stations, etc – may also be confiscated if staff members see them in school or if they cause a distraction.

# Appendix Five:

## Directed Placements to Alternative Provision

### Directed Placements

The school may from time to time use the powers outlined in the DFE Statutory Guidance of January 2013 "Alternative Provision" to direct a student to off-site provision for the purpose of improving their behaviour. Exercise of this power is delegated to the Headteacher. Where this power is exercised, the school will inform the parents of the reasons why the decision has been taken. Wherever possible the school will meet with the parents before the beginning of the placement, although it should be noted that parental consent is not an absolute requirement for such placements. Parents will also be informed of the outcomes of reviews of the effectiveness of the placement which will take place after no more than six weeks attendance at the placement, and no less regularly than every eight school weeks after that. Although the decision to direct a student offsite may be triggered by a serious incident and may follow a sanction, the placement itself is not a sanction, but a measure taken to support a change in patterns of behaviour.

The school will work with the Alternative Provision provider to ensure that the student is able to access a good quality of education during the placement. During the placement the student remains on the roll of the school, and is subject to the same expectations on behaviour and attendance as other students. The length of time a student spends in alternative provision will depend on what best supports the student's needs and potential educational attainment.

The Governing Body will receive a summary report at least once per term of the number of such placements, where the students have been placed, or whether any reviews have taken place, and of the outcomes of such reviews.

If parents have concerns about the placement they may request a meeting with the Governing Body. Such a meeting will be arranged by the Chair of the governing body committee, and will be held with at least two members, who will also receive information from the school and the alternative provision provider on the reasons for and the effectiveness of the placement. Such a meeting is only required by statutory guidance if there has not been a review within the previous ten weeks, but the Governing Body may use their discretion to hold such meetings if they feel they will help to clarify any concerns about the placement.

# Appendix Six:

## Voluntary Seclusion of students with SEND

Eastlea Community School does not use seclusion as a form of behaviour management or punishment. In extremely rare cases it may be necessary to provide a place for students with recognised SEND to 'cool down' or 'self regulate'. If this is the case, this will be explicitly mentioned in that child's behaviour plan and logged methodically every time the student requires this type of support.

If this is a recognised need the parents/carers of this child will be informed and a copy of the behaviour plan or individual education plan will be shared with them.

No student should ever be left unsupervised and must be in direct eyesight of a member of staff at all times through an open door. This is unless there has been a prior agreement with parents and child regarding the particular needs of a child to 'self regulate', and does not form part of a sanction but is a method that has been chosen by the child and family to regulate.

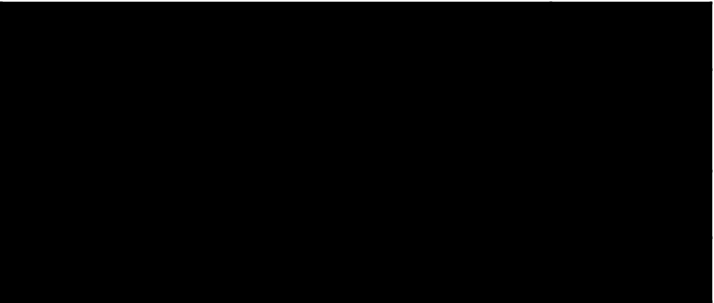
## Appendix 7:

This list is not exhaustive.

Consequence	Points -	Positive	Points +
<b>Concern</b>		<b>Praise</b>	
Unkind words	1	Spotted Reading - Being ambitious	1
Poor attitude to learning	1	Perfect Uniform - Acting with integrity	1
Missing Equipment	1	On time - Being ambitious	1
Littering	1	Positive attitude to learning - Acting with integrity	1
Interruption of Lesson	1	Attending a Club - Being ambitious	1
Failure to Follow Instructions First Time	1	Being prepared for learning - Being ambitious	1
Chewing Gum	1	Being kind polite and respectful	1
<b>Major Concern = 20 minute lunchtime detention</b>		<b>Merit</b>	
Uniform Issue	3	Improved Punctuality - Being ambitious	3
No PE Kit	3	Outstanding Progress - Being ambitious	3
Serious Rudeness	3	Outstanding Homework - Being ambitious	3
Breach of the No Hands Rule	3	Finished Reading Book - Being ambitious	3
Repeated Failure to Follow Instructions	3	100% Week Attendance - Being ambitious	3
No HW	3	Exceptional Effort - Being ambitious	3
Late to Lesson	3		
Late for school	3		

Dangerous Behaviour	3		
No Equipment	3		
<b>Major Concern = 60 minute Pastoral Detention</b>		<b>Distinction</b>	
Vandalism	5	Being kind and respectful, community is our strength	5
Truancy	5	Being ambitious, we are all stronger than we believe	5
Throwing Water	5	Acting with integrity, make the right choices	5
Spitting	5		
Late to school more than once in a week	5		
Late to lesson more than once in a week	5		
Failure to Attend 20 minute detention	5		
In Possession of a Phone or Electronic Device in School	5		
<b>Major incident = these may result in internal or external suspension - 10</b>		<b>Award +10 or +20</b>	
Repeatedly Late to Lesson	10	Year Team Award	10
Repeated PE Kit issue	10	Representing the School	10
Repeated Failure to Attend Detention	10	Outstanding Progress Over Time	10
Late to school three times in a week	10	Department Award	10
Inappropriate use of Social Media	10	100% Attendance	10
Discrimination	10	Eastlea Citizen Award	20
Theft	10	Headteacher Award	20
Extreme Defiance	10		
<b>Incidents that may result in permanent exclusion -20</b>			
Bullying	20		
Physical assault of adult	20		
Physical assault of student	20		



Sexual misconduct	20	
Possession of illegal or dangerous item	20	
Bringing the school into disrepute	20	
Persistent disruptive behaviour	20	