

**HUISH EPISCOPI BEHAVIOUR POLICY**

Date of last central office review:	n/a	Review Period:	1 year (minimum)
Date of next central office review:	Summer Term 2023	Owner:	Roger Madge
Date of next school level review:	July 2023		
Type of policy:	Behaviour	Local Governing Body	Approved Jan 2023

**REVIEW TIMETABLE – UNITED LEARNING**

The Policy will be reviewed annually, as set out below:	
Policy reviewed centrally	Schools Committee: Annually – Summer Term
Policy tailored by individual schools	September 2022
School policy ratified by Local Governing Bodies	September 2022
Implementation of Group Policy	September 2019

**Huish Episcopi Academy**

**January 2023**

**BEHAVIOUR POLICY**

# Behaviour Policy

## 1. Expectations

The purpose of our Behaviour for Learning Policy is to ensure that all members of our community have knowledge of the Behaviour for Learning system and follow it to bring about consistency of practice throughout the school. It also ensures that all students understand what constitutes acceptable and unacceptable behaviour and that every student understands their choices and the consequences of their decisions. The policy also outlines the rewards that helps make the system effective as we recognise that rewards play a vital role in the process of ensuring outstanding behaviour.

Our key purpose is to ensure the safety, well-being and success of all our students. In order to ensure success for all, we have in place a range of interventions to support students, develop positive relationships and refocus on learning. At Huish Episcopi Academy, we resist endless discussions around behaviour and spend our energy in returning students to learning. Poor conduct has consequences for learning, achievement and in these unprecedented times the safety and wellbeing of our community. High expectations of staff and students make a positive contribution in our aim of achieving the 'Best in Everyone'

Our Policy is built around our values: Respect, Ambition and Resilience and is aimed at supporting our students exhibit the virtues we look to develop in them, and reflect where they have breached these virtues.

**In applying this policy, the school takes into account its duties under the Equality Act 2010 regarding relevant characteristics protected by that act, notably disability. It also takes into account the needs of pupils with special educational needs. The school will also have regard to its safeguarding policy where appropriate.**

We understand that the 'new normal' will be difficult for some students. It may be even more challenging for some students with special educational needs. We will therefore, like always, look to reasonably adjust where necessary.

Students with identified SEN will have reasonable adjustments put in place to be agreed with the parent/carer and student. This will contain any 'reasonable adjustments' made which may include the following (not an exhaustive list):

- Time out – there will be a designated area for each 'group' where the student can have 10 minutes as 'time-out' if required (this includes opportunity to move)
- Extra 'warning' in classroom.
- 'Take up time' for the student following warning
- Brief verbal prompt from teacher to identify underlying need e.g. 'I can see you are finding something hard, I wonder if.....'
- Extra 'warning' in unstructured times.
- Fidget toys.
- Specific seating position within classroom.

Any reasonable adjustments will be shared with staff, See also Appendix 2 & 3.

## 2. Policy Implementation

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

**All staff** will be trained in the new policy and given scenarios to talk through and raise any questions.

**The senior leadership** team of the academy are to ensure all staff adhere to the behaviour policy and implement effective systems for keeping records of all reported incidents, reporting to governors and parents when required.

In order to create an atmosphere of mutual respect and tolerance in which all members of our Academy community can flourish and achieve their potential, **all students** are responsible for certain expectations in classrooms and in corridors. This includes the time spent journeying to and from Huish Episcopi Academy.

- **RESPECT** – Observe social distancing at all time as instructed.
- **RESPECT** - Look after your possessions and do not share other possessions.
- **RESPECT** - Respect adults and students alike – treat others as you would wish them to treat you.
- **RESPECT** - Follow all Instructions at the first time of asking.
- **RESPECT** - Respect the environment. Make sure all litter goes into the bin & respect our toilets.
- **RESPECT** - Listen carefully giving people your full attention and don't talk/make noise.
- **RESPECT** - Arrive on time to school and lessons.
- **RESILIENCE** - Show resilience by always trying your hardest (100% effort).
- **RESILIENCE** – Show resilience by engaging with interventions with a positive and self-improving attitude.
- **AMBITION** - Dress smartly in school uniform and be proud to represent the Academy.
- **AMBITION** – Show ambition by having high expectations of yourself.
- **INTEGRITY** - Be truthful at all times. Apologise when in the wrong.

### **Around the Academy**

Calm and sensible movement around the academy and safe, polite behaviour is always essential from all.

### **Dining Rooms**

- Students are expected to wait in the lunch line calmly and in single file
- Environment should be respected, and all litter put into bins

### **Toilets**

- Are open to all students all day
- Students can only use the toilet once during lesson time in a day, although we request that they do this in an emergency or unless they have a note confirming a medical condition.
- Once a student has been to the toilet during a lesson they will not be able to leave their lesson again for the toilet unless they have been given a toilet pass from their Head of House.
- If a student needs to use the toilet again they will need to use the facilities at break or lunch time or in any of the 5 minute transitions between lessons.
- Students who have been found to have damaged the toilets may be charged and will be sanctioned in accordance to the school policy. They have not shown RESPECT to our environment.

### **Lifts**

- Lifts are for the staff use only. Students with injuries or illnesses may be given a lift pass for their sole use. Lifts usage will be limited to one person at a time.

### **3. Rewards**

The Academy rewards good behaviour, as it believes that this will develop an ethos of kindness and cooperation in and around the Academy. This policy is designed to promote good behaviour and encourages students to support the school's values.

The reward system aims to create a clear, simple and recognisable structure that students and staff can use consistently, enabling students to feel more committed to school life and our values. Our reward system revolves around showing 'good character' around the Academy. At any time throughout the day a member of staff can award a praise point for those students who have shown our pillars of virtue; respect, ambition, resilience.

At the end of the lesson the teacher may also award a reward a praise point for those students who have had an outstanding lesson and gone above and beyond.

Staff also praise and reward children for good behaviour in a variety of ways:

- Teachers congratulate children.
- Teachers call home to inform the parents.
- Nominated for an award in termly awards assemblies.
- Nominated for an award for the Rewards Evening.
- Nominated for the BiE awards each month – showing our values in school.
- Letters of praise from Vice Principal after tracking.
- Post cards sent home.
- Reward trips/events.
- Queue jump passes for canteen.
- Fish & Chip Friday vouchers.
- Postcard home after 'Proud Table' recognition.

Letters will be emailed to parents as students hit different milestones to recognise their hard work and effort.

### **Best in Everyone Award scheme**

Each month departments will nominate a student in each year group for the Best in Everyone award. The students will earn nominations by showing our five pillars of values: respect, ambition, resilience in everything they do, going over and above what is expected of them and exemplifying our ethos of 'The Best in Everyone'.

Our student council then decide on a winner from each year group based on these nominations without knowing the names of the nominees. The winners will be given certificates in our achievement assemblies, have their name added to the noticeboard and the winning student each month will receive a voucher and an invitation to our end of year awards evening. There will also be an opportunity to be nominated for the United Learning awards nationally.

## **4. Behaviour expectations**

If a student fails to adhere to the rules set out by the school **in the classroom during a period of teaching**, then the process set out below should be followed.

**We do not allow students to disrupt the learning of others. We fundamentally believe that every student is entitled to disruption free lessons.**

**We must also ensure that students and staff are kept safe. This is especially important as we transition back.**

Our key classroom expectations remain the same:

1. Follow all instructions at first time of asking
2. Don't make noise when the teacher is speaking or during silent independent task

We operate a three warning system ('Warn, Move, Remove') within all lessons if these expectations are not being met (please note the same system applies in a 'remove room' apart from it is not logged as a remove but as a 'failure of the remove room'): Teachers will use non-invasive behaviour management strategies to try and correct any inappropriate low level behaviour which is not causing unreasonably high levels of disruption.

### **Warn**

A verbal rule warning ('warn') should be issued by the member of staff in the first instance. This is logged onto our MIS.

### **Move**

Students who continue not to meet expectations will be moved within the classroom. They should move immediately and without questioning the teacher. This is an opportunity to be away from others who may be distracting or distracted and a physical indicator that things have progressed.

### **Remove**

Students who receive another warning (Remove) in class will be sent immediately to the Recovery Room and will receive stay there until 15 minutes into the next break/lunch. If this happens during period 5 they will be in the Recovery room during periods 1, 2 and 15 minutes of break the following day. This is logged onto our MIS.

### **Reasonable adjustment:**

#### **Warn**

Teacher gives take up time and behaviour prompt 'this is your warning and I am now expecting (x) response from you'

#### **Warn**

Teacher repeats the warning and behaviour prompt 'this is your warning and I am now expecting (x) response from you'.

### **Countdown to compliance**

Teacher uses countdown to 'cue in' behaviour if needed (5, 4, 3, 2, 1).

### **Move**

Teacher directs student to a new space which is supportive to individual needs. A choice of seats may be given if appropriate. Another countdown to compliance may be required.

### **Remove**

If student does not respond to the 'countdown to compliance' or 'move' process they will be removed. Students will move to the Recovery Room unless their one-page profile states that they complete their consequence in a specific location.

Please note: where a student's behaviour is extreme and puts the health/safety or wellbeing of themselves and others at risk, members of staff may move straight to removal.

**If a student walks out of lesson, without the permission of a member of staff, then this is logged as a remove and a the student will be placed into the Recovery room as if they have disrupted the lesson.**

**If a student does not go immediately to the Recovery Room or fails the Recovery Room or refuses to attend the Recovery Room this will** usually result in a Fixed Term Suspension with 1 day in the Recovery Room upon re-integration with parent/carer (this is to include the day in RR that was refused initially) plus an after school detention.

If a student persistently defies staff instructions **this will** usually result in a Fixed Term Suspension with 1 day in the Recovery Room upon re-integration with parent/carer (this is to include the day in RR that was refused initially) plus an after school detention.

**If a student is removed from 3 lessons in a week then they will have a 1 day Recovery Room.**

**If a student receives 5 'Moves' in a week then they will have a 1 day Recovery Room.**

**If a student internally truants (is out of lesson without permission) they will be placed in the Recovery Room for the rest of that day and receive an after school detention.**

### Summary Table:

	RR until 15 mins into next break	RR rest of day	After School Detention
Warn, Move, Remove	✓	X	X
Late to school/lesson*	X	X	✓
Internal Truancy	X	✓	✓
Defiance	X	✓	✓
FTS	X	✓	✓
3 removals in a week	X	✓	✓
5 moves in a week	X	✓	✓

See Appendix 2&3 for reasonable to Policy.

\*Unless outside the control of the child, as defined by the academy

### Late Detentions:

#### Morning

All KS3 and KS4 students entering after the main student gate has shut are then directed to different entrance and are classed as being late. Late students will given an after school detention. Note: this does not apply if the lateness is due to late buses.

#### Lesson Lates

If a student is late to a lesson then the teacher will place the student in an after school detention, logged on our MIS.

### Expectations in detentions:

#### Students

- Arrive on time.
- Put bags and coats under their chairs.
- Face towards the front.
- Do not communicate with other students or make any noise.
- Have a book to read or will complete a character reflection activity.

**Failure of an after school detention or for making noise/talking or refusing to attend will result in the student being place in Recovery Room the next day + after school detention**

#### Staff

- Arrive on time.
- Supervise in a high profile/low key manner.
- Only the lead member of staff should speak to the whole detention – any student talking will fail the detention.
- Lead member of staff decides on further consequence after conversation with the Assistant Principal, Vice Principal or Principal depending on seriousness.

### Consequences of Poor Behaviour

We have high expectations of our students both in lesson and outside of lesson. Consequently, we will sanction the students accordingly if they break our rules. These are all based around our core values of RESPECT, AMBITION and RESILIENCE.

**Please note that this is not an exhaustive list and we may sanction students for other reasons not listed.**

***DfE guidelines state: 'Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction'***

### Examples of reasons for after school detention include:

- Failing to follow instructions – not respecting staff. (for example – refusing to pick up litter or tuck in their shirt)

- Removal from lesson – not respecting classroom rules.
- Eating in class/ Chewing gum.
- Late to school (after 8.55am)/Late to lesson.
- Swearing/aggressive language – not being respectful.
- Learning Manager Deputy Director/Director/ Assistant Principal concerns.
- Talking during fire drill.
- Riding bike/pulling 'wheelies' on site\*\*.
- Vandalism (minor)
- Inappropriate body language/gestures.
- Putting hands on another student without permission (with exception of playing contact sports i.e. football/basketball).
- Racist/Homophobic/biphobic or transphobic language (depending on seriousness may result in exclusion).

**Any student truanting an after school detention will be placed into the Recovery Room the next day and receive the after school detention that day.**

\*\*please note that we take road safety extremely seriously. Any student seen doing 'wheelies' or riding inappropriately outside of school will also be sanctioned. A letter will also be sent to the parents to warn of their behaviour. If a student receives three letters about mis-use of bike then they will be banned for the rest of the academic year to bring their bike onto site.

### **Recover Room (RR)**

This is an alternative to avoid a Fixed Term Suspension (FTS) and is used as an area in which students are isolated from the rest of the Academy for serious or persistent breaches of the code of conduct. We always try to minimise the time that students spend in RR in terms of number of days.

It is used:

- For pupils who have been internally excluded and referred via the appropriate channels.
- When a situation can be resolved by placing pupils in the RR.
- In line with sanctions specified in this policy document.
- Where uniform is not correct as per uniform policy.

This room operates from 9am until 3.45pm every day. Students who are placed there all day also have break and lunch at a different time from the rest of the school, but do not leave RR. They are expected to work in silence throughout the day. As far as possible the work provided will match the subjects the student had timetabled for the day.

Students will be provided with their lunch and have access to water throughout the day. A toilet is always available for students to use. It is a well-lit, open room with windows that remain open for ventilation.

### **Reasonable adjustments in the Recovery room**

Students with a recognised SEN using the space be permitted to listen to meditative music / white noise/ binaural beats as they sit in the space. This is provided on the Chrome books and only involves music selected for good concentration, relaxation and learning focus.

Students with ADHD / Tourette's / Autism/ Sensory needs will be permitted a short walk with the on-call staff at varying intervals during the seated time.

Students with SEN will be given a piece of paper to mark if they feel they need to express their feelings in a non-intrusive way (SEMH). Information shared by the student may be used to further support the student through the graduated response.

Students at the highest level of need e.g. EHCP students, may have a reasonable adjustment to the space or length for their recovery room session. This will only be agreed by SLT on an individual basis.



Upon entering RR pupils will; sign in on the register, place phone in a locker, then sit in a designated seat in room.

**The room operates a three-strike policy. If they receive three strikes, then they fail the day and repeat it.**

**If a student walks out of the Recover Room without permission, then they fail their day, they will repeat the failed day and complete an additional day for removing themselves from the room.**

### 5. Graduated Approach

	Duration	Trigger	Support	Success criteria
<b>Wave 1 support</b>	2 weeks	<ul style="list-style-type: none"> <li>3 removals from lessons</li> <li>1 day FTS or RR</li> </ul>	<ul style="list-style-type: none"> <li>Tutor report</li> <li>At least 2 support strategies used</li> </ul>	3 targets agreed with student (with measurable outcome)
<b>Wave 2 support</b>	4 weeks	<ul style="list-style-type: none"> <li>Failure of Wave 1 targets</li> <li>5 days FTS or RR</li> </ul>	<ul style="list-style-type: none"> <li>HOY report</li> <li>At least 2 support strategies used</li> <li>Review meeting with parent/carer (after 2 and 4 weeks)</li> </ul>	3 targets agreed with student (with measurable outcome)
<b>Wave 3 support</b>	4 weeks	<ul style="list-style-type: none"> <li>Failure of Wave 2 targets</li> <li>8 days FTS or RR</li> </ul>	<ul style="list-style-type: none"> <li>Assistant Principal Report</li> <li>At least 2 support strategies used</li> <li>Review meeting with parent/carer (after 3 and 6 weeks)</li> </ul>	3 targets agreed with student/parent (with measurable outcome)
<b>Wave 4 support</b>	6 weeks	<ul style="list-style-type: none"> <li>Failure of Wave 3 targets</li> <li>12 days FTS or RR</li> </ul>	<ul style="list-style-type: none"> <li>Assistant Principal report</li> <li>At least 2 support strategies used</li> <li>Review meeting with parent/carer (after 3 and 6 weeks)</li> </ul>	3 targets agreed with student/parent (with measurable outcome)
<b>Wave 5 support</b>	6 weeks	<ul style="list-style-type: none"> <li>Failure of Wave 4 targets</li> <li>15 days FTS or RR</li> </ul>	<ul style="list-style-type: none"> <li>Vice Principal report</li> <li>At least 2 support strategies used</li> <li>Review meeting with parent/carer (after 3 and 6 weeks)</li> </ul>	3 targets agreed with student/parent (with measurable outcome)
<b>Wave 6 support - Alternative provision/Managed Move may be considered at this stage to help support the student get 'back on track'</b>				
<b>Possible Permanent exclusion**</b>				

**\*Please note that Alternative provision/Manage move may be considered immediately for a serious incident and may also form part of a previous wave strategy if this is the best support for the student and all parties are in agreement with this.**

**\*\*Permanent Exclusion can be the result of a severe breach of our school's rules or Behaviour for Learning Policy. Each incident is investigated on an individual basis. The Principal will make the final decision regarding permanent exclusion.**

Support is put in place on a case by case basis, considering any specific needs. These may include:

- Time out card.

- Adjustment to behaviour policy in lessons.
- Counselling.
- Protective behaviours.
- Take a Break.
- Peer mentoring.
- Staff mentoring.
- EHA.
- Strive/Thrive programme.
- TARGET/RISE.
- Referral to the wellbeing team (who provide a vast array of different packages).
- Referral to school nurse.
- Referral to child protection officer and/or social services.
- Referral to external agencies: CAMHS, TPT, YOT, Educational Entitlement, Educational Psychologist (EP).
- Internal 'Assessment for unmet need' to inform next steps.

**Please note this is not an exhaustive list.**

### **Additional Support**

Study Support and the Intervention and Inclusion Meetings (I&I).

Some of our students are very vulnerable and require additional support and the implementation of sanctions alone is not appropriate. Study Support is an area where there is an opportunity for extra help for these students, both academic and in terms of their 'well-being', to ensure that we are meeting their individual needs. This may involve a timetable in normal lessons as well as time spent within Study Support according to need. Following successful intervention, the students are reintegrated into a 'normal' timetable again with support.

I&I meetings determine whether it is appropriate for a student to access any of our additional support measures. This meeting is a multi-agency style meeting with the following staff present:

- HOY
- Assistant Principal & DSL
- SENCO
- Inclusion Manager
- Safeguarding Deputy Lead
- Member of Wellbeing team (Counsellor, EHA co-Ordinator or Pastoral Support worker)
- Other invited staff

These meetings are held every week to determine additional interventions for students based on;

- Risk of Permanent Exclusion (PEX) e.g known involvement with gangs outside of school.
- Persistent poor behaviour.
- Poor academic progression Director of Key Stage Interim reports – underachieving in all core subjects.
- Serious underachievement identified through monitoring.
- Identified as vulnerable e.g. LAC/SEN.
- Specific SEN that prevents engagement in mainstream lessons.
- Attendance issues/Truancing.
- Reintegration from alternative provision, excluded from another school, managed move or returning from extended absence.

Poor conduct is only one criterion for referral as students may require additional intervention for a wide variety of reasons. The Assistant Principal for Pastoral will chair these meetings. Minutes are taken at every meeting and actions are reviewed weekly.

## Report Cards

Students on report will have 3 measurable targets. Classroom teachers will be made aware via the MIS they are on report. The student will have a weekly review meeting with the member of staff to look at the targets for that week.

## Alternative provision

To re-focus students and meet their educational needs they may be assigned an off-site provision. In this case they will be educated off-site for a period that will be reviewed at regular intervals – this is done every 6 weeks. This will only be put in place if it is agreed by all parties that this is in the best interest of the child. The provider that the school uses will always be Ofsted registered if they are there for a greater time than 16 hours/week.

## Suspensions

Suspension is a very serious sanction and not taken lightly. The decision to suspend a student from the academy is made only by the Principal (or 'Acting' Principal if Principal is not available. The Vice Principal is designated as 'Acting' in this instance). Parent/carer will be informed by telephone and by letter if their child is suspended. Parents/carers are legally responsible for their child for the first 5 days of any suspension and they must be at home during this period. Parents/carers are expected to attend a reinstatement meeting with a member of the behaviour or senior team and sometimes a governor on return from any exclusion. See Exclusion Policy for more detail.

Fixed term suspensions can be used if students are deliberately and repeatedly failing to follow instructions, verbally abusive towards staff, physically violent or present a significant danger to themselves or others (walking/running around the school and refusing to follow any instruction set by staff being one potential example).

**Reasonable adjustments will always be used where applicable.**

A list of reasons for Fixed Term Suspension are listed below:

- Persistent breach of the behaviour policy.
- Deliberately risking the health and safety of others in the school.
- Deliberately spitting towards somebody else.
- Walking around the building without permission.
- Persistent failure to comply with code of conduct.
- Fighting (Primary fighter – FTE, Secondary fighter – IE).
- Refusing/failure of Recovery Room
- Swearing at a member of staff.
- Setting off fire alarm/extinguishers.
- Damage to school property including graffiti.
- Continued Bullying.
- Intimidation or aggressive behaviour towards other students.
- Repeated non-cooperation with a member of staff.
- Non-compliance with Academy rules.
- Using lighters matches or cigarettes.
- Sexist, racist or homophobic behaviour.
- Sexual misconduct.
- Breaching Academy ICT security.
- Bringing fireworks into school.
- Bringing alcohol into school or being under the influence of alcohol or other substances.
- Malicious allegations against staff.
- Theft.
- Harassment or intimidation of a member of staff or student at school or off site.
- Bringing the Academy into disrepute (including travelling to and from the Academy).
- Refusal to hand phone over after using in school (See it, hear it, take it).
- Assistant Principal/Vice Principal concerns.

## Permanent Exclusions

- Carrying or supplying illegal drugs.
- Carrying or using an offensive weapon.
- Persistent serious bullying.

(the above are the Principal's three lines in the sand).

- Serious actual or threatened violence against another pupil or individual on site.
- Serious damage to school property.
- Any violence towards a teacher or member of the support staff.
- Sexual abuse or assault.
- Where an offence is repeated after fixed-term exclusion.
- Where the health and safety of others is at risk including setting off fireworks.
- Serious intimidating behaviour towards a member of staff.
- Serious breach of the behaviour policy.
- Persistent breach of the behaviour policy.

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

## **6. Prohibited items and searches**

### **Mobile Phones and Electronic Equipment**

Any student who uses a mobile phone or electronic device (including iWatches and earphones) without permission or whose mobile phone goes off in school will have it confiscated by the member of staff. The phone will be held in a secure environment until the parent collects it. The school follows 'See it, Hear it, Take it'.

#### **Procedure:**

- We will operate a 'See it, Hear it, Take it' policy. This will simply mean that the phone will be confiscated if it is seen or heard in school grounds\*.
- Phones that are confiscated for the first time in a term will be returned to the student at the end of the day. If there is a second occasion within any half term, they will only be returned to parents/carers. A text will be sent to the parent/carer to notify them. The phone will be stored in a secure place until it is collected. The parent/carer must arrange an arranged time to collect the phone if this is the second or subsequent occasion.
- The restriction is in place at all times while students are in the grounds of the school, this includes when students arrive and leave at the end of the day. It is also in place after enrichment clubs have finished. Phones should be put away before students enter the school gates and not accessed until they have left the site.
- Students will be able to contact home by approaching Learning Managers/Student reception/staff on duty/staff running clubs if they require to speak with their parent/carer.
- We will ensure that any important messages are relayed to your child through the day if you leave a message at reception.
- Students who refuse to hand the phone over to a member of staff will be placed in the Recovery Room (RR) for the rest of the day and the phone will still be confiscated until parent/carer collects. There will also be an after school detention, in line with rules on defiance. Refusal to go into RR will result in a Fixed Term Suspension followed by 1 day in RR and an after school detention.

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

### **Banned Items**

All our students must be safe and have high standards of dress at all times. For these reasons, the following items are not permitted and should not be worn or bought to the academy. All staff will confiscate such items consistently.

- No jewellery may be worn to school, including facial piercings of any kind (e.g. lip/nose/tongue/eyelid etc). Students are permitted 1 stud in each ear lobe only.

- Hairstyles should be sensible. This means no 'pattern cuts', shaved, or excessively colored hair (Natural color only). No inappropriate styles allowed. No dip dyes (ombre styles) are allowed.
- No different colored extensions are allowed (either braided or dyed) and must be close in color to the natural hair color of the students. The colors cannot be contrasting colors.
- Any hair clips or beads should be simple and plainly coloured
- Hoodies.
- Denim jackets.
- Coats with inappropriate logos.
- Any type of hat or cap.
- Bandanas, headbands and combs.
- Only minimal (not noticeable) make up.
- Nail varnish and or nail extensions.
- Fake eyes lashes.
- Tattoos including henna tattoos.
- Chewing gum.
- Energy drinks.
- Drinks in glass bottles.
- Laser pens.
- Weapon/Drugs – these form part of Principal 'lines in the sand'.

### **Other Confiscated Items**

Items taken from students during the school day are usually returned at the end of the day (with exception of second-occasion phones, earphones or Iwatches). **However, where a student persistently brings/uses banned items during school hours, parents may be requested to come to collect.** Unclaimed items are sent to lost property in the reception area at each half term. These items are then periodically given away to charity shops if left unclaimed.

### **The law relating to searches**

Schools have the statutory power to undertake a search of a pupil or their possessions (without their consent) if there are reasonable grounds to believe that the pupil may be carrying a dangerous or banned substance or object, e.g. a weapon or illegal drug, or any other item which might pose a serious risk to the safety of that pupil and/or others. The specific items which can be searched for without consent are specified on page 11 of the DfE's [Behaviour and Discipline in Schools Guidance](#) with more detailed information provided in [Screening, Searching and Confiscation – advice for schools – July 2022](#). This includes "any item banned by the school rules which has been identified in the rules as an item which may be searched for" ("Specific Banned Items").

The screening and searching advice details what should be done with items that have been confiscated during a search, including the circumstances under which the police should be involved, and when the use of force can be applied.

It may also be necessary to undertake a search of a pupil's possessions to check for property not covered by the statutory power but identified in the school's behaviour policy as an item which may be searched for. **Any banned item in this section listed above can be searched for.**

Only the Principal or a member of school staff authorised by the Principal, can undertake the search of a pupil and there must be a witness (also a staff member). **At the Academy the Principal gives authorisation to any members of the Pastoral team to carry out searches.** The person carrying out the search should be the same sex as the pupil being searched, as, ideally, should be the witness. There is a limited exception to this rule (where a search can be carried out on a pupil of the opposite sex and / or without a witness) only where the Headteacher or authorised member of staff reasonably believes that there is a risk that serious harm will be caused to the person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.

Any searches of a pupil's own person or of their possessions must be carried out with due consideration for the pupil's personal dignity, health and safety, the school's Safeguarding policy, United Learning staff-pupil relations

guidance, and the school's own Equal Opportunities policy. There may be rare instances where a child with a specific SEND diagnosis requires a different approach. For example, the school may refrain from searching, unless in an emergency, if a child is tactile defensive or has a sensory sensitivity which means that a search may significantly escalate a situation. This would mean dealing with the situation in a different way, bespoke to the needs of the child.

Any such searches must always be viewed as a last resort, when other methods of investigation and communication have failed and only if absolutely necessary, such as in extreme situations where leaving a pupil with such a suspected item could pose risks to others (or to that pupil). It is hoped that in the great majority of instances, there will be no need for a search to be carried out.

### **Searches without Consent**

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

- Knives or weapons.
- Alcohol.
- Illegal drugs.
- Stolen items.
- Tobacco and cigarette papers.
- Vapes
- Fireworks.
- Pornographic images.
- Any article that the member of staff reasonably suspects has been, or is likely to be, used: i) to commit an offence, ii) to cause personal injury to, or damage to the property of, any person (including the pupil).

Members of staff can use such force as is reasonable given the circumstances when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco, vapes and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm. Such force **cannot** be used to search for other items that a school has decided to ban under its behaviour policy. However physical resistance by a student to a search for those latter items can itself be subject to behavioural sanctions.

Before a member of staff carries out a search without consent, the member of staff must reasonably suspect that the student has the prohibited item in his/her possession. Only staff members authorised by the Principal may carry out searches without consent. Any member of the Pastoral team is authorised by the Principal at Huish Episcopi Academy to conduct a search.

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

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

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

### **Searches with consent**

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

### **Extent of search**

The person conducting the search may not require the pupil to remove any clothing other than outer clothing. 'Outer clothing' means clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear but 'outer clothing' includes hats; shoes; gloves and scarves. 'Possessions' means any goods over which the pupil has or appears to have control – this includes bags, lockers and desks.

It is a condition of having a locker in school that the student gives their consent to it being searched.

Any formal complaints about searches should be made in accordance with the school's usual complaints policy.

### **Confiscation of articles**

School staff have the power to confiscate property from students under their general right to discipline contained in s91 of the Education and Inspections Act 2006.

### **Disposal or retention of articles confiscated from students**

The academy will follow the Department for Education guidance 'Screening Searching and Confiscation - advice for headteachers, staff and governing bodies'

(<https://www.gov.uk/government/publications/searching-screening-and-confiscation>) in deciding what to do with confiscated items.

## **7. Drugs**

The school operates a zero-tolerance policy on drugs for the health and safety of all staff, pupils and visitors. The school policy on drugs applies to all school and school-related activities whether on or off site. This includes the journey to and from school. The word 'drugs' used in this policy does not just mean illegal drugs. It extends to alcohol, tobacco products, vapes, volatile substances and legal highs. Over the counter and prescription medicines are dealt with in the medical treatment section of this policy.

The school takes into account guidance issued by the Department for Education. The school will monitor and deal with any drugs issues promptly and be proactive in trying to prevent any future drugs incidents. Pupils will receive drugs education as part of the PSHE programme and the school will also involve outside agencies such as drugs education charities where applicable.

Any pupil found to be involved in a drugs-related incident will be disciplined in accordance with the school's behaviour policy. The sanction is likely to be, except in exceptional circumstances, lead to permanent exclusion from school. Dealing with illegal drugs will, except in exceptional circumstances, lead to permanent exclusion. Using illegal drugs will, except in exceptional circumstances, lead to permanent exclusion. This distinction between dealing and using is particularly important operationally. Sometimes, it will also be necessary to involve the police. The school will discuss this and take advice as necessary. Any incidents will be reported to the governors for their consideration.

### **Confiscation of drugs**

Any drugs found will be confiscated by staff who will dispose of them in accordance with guidance issued by the Department for Education. Drugs offences will always be reported to Police and any drugs handed over to the Police if requested.

Similarly, any drugs-related paraphernalia such as needles will be disposed of in a prudent manner.

The school may carry out searches for drugs in accordance with this policy.

### **Parental involvement**

Usually the school will inform parents/carers when their child has been found to be involved in drugs but where there are potential safeguarding issues the school must act in the best interests of the child which may mean a decision not to inform parents. Such a decision will be taken very seriously and usually with the benefit of legal advice.

## **8. Bullying**

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. It may involve an imbalance of power between the perpetrator and the victim. Bullying will not be tolerated at the academy. We have a 'TELLING SCHOOL' ethos where every allegation of bullying will be fully investigated. We do not accept name calling or inappropriate language as 'banter'.

Please see our Anti-bullying policy for full details.

## 9. Sanctions

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/488034/Behaviour\\_and\\_Discipline\\_in\\_Schools\\_A\\_guide\\_for\\_headteachers\\_and\\_School\\_Staff.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/488034/Behaviour_and_Discipline_in_Schools_A_guide_for_headteachers_and_School_Staff.pdf)

24 hours' notice of a detention is no longer required. **'Schools don't have to give parents notice of afterschool detentions or tell them why a detention has been given'** (<https://www.gov.uk/school-disciplineexclusions>).

Parental permission is also not required provided that:

Staff have considered:

- The welfare of the child.
- Whether the child has caring responsibilities,
- Whether parents should be informed of the detention, any travel arrangements. Inconvenience to the parents does not matter if the child has a means to get home safely.

The permitted times for detentions are:

- Any school day when the pupil does not have permission to be absent, weekends but not those at the beginning and end of half term holidays
- Teacher training days.

Any staff member may give detentions. A lunch-time detention must allow a reasonable time for the child to eat, drink and use the toilet.

### Malicious accusations against staff

These can be very damaging for a member of staff welfare and any such incident made against staff may involve a formal investigation. If an allegation is falsely made against a member of staff, then the student (s) will be sanctioned with a suspension. The length of suspension and whether this is internal or external will be treated on a case by case basis.

### The power to discipline beyond the school gate

Be aware and specify that the behaviour policy can extend to activities outside the school day and off the school premises when the pupil is:

- Taking part in any school organised or school related activity.
- Travelling to or from school.
- Wearing school uniform.
- In some other way identifiable as a pupil at the school.

Even where the four conditions above do not apply, the behaviour policy can extend to any misbehaviour which could have repercussions for the orderly running of the school, pose a threat to another pupil, or member of the public, or could adversely affect the reputation of the school. This will include any instances of cyberbullying or mis-use of social media.

## 10. Use of social media

The policy applies to all forms of social media and apply to the use of social media for both school purposes and personal use that may affect the school, pupils or staff in any way.



Mis-use of social media include (this is not an exhaustive list):

- Damaging the school or its reputation, even indirectly.
- Use that may defame school staff or any third party.
- Use that may harass, bully or unlawfully discriminate against staff, other pupils or third parties.
- False or misleading statements.
- Use that impersonates staff, other pupils or third parties.
- Expressing opinions on the school's behalf.
- Using school logos or trademarks.

Student can report mis-use of social media to any member of staff in the Academy. This should be logged under E-safety concern if this happens and a member of staff (varies deepening on seriousness) will investigate and sanction. Any incident relating to safeguarding will be handles by a member of the safeguarding team.

State that in line with government guidance relating to the Prevent Duty, children must be kept safe from terrorist and extremist material and suitable filtering within school is in place. Key words are picked up by our monitoring software and usage is tracked and sanctions applied where applicable.

Social media usage can be incredibly useful when used correctly and responsible use of social media is promoted. However, breach of the policy on the use of social media will result in sanctions.

## **11. Use of reasonable force**

The school follows the Department of Education advice 'Use of Reasonable Force - advice for school leaders, staff and governing bodies' (<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>).

Members of staff have the power to use reasonable force and the policy can provide that they may use reasonable force to prevent pupils from committing an offence, injuring themselves or others, to prevent damage to property and to maintain discipline.

Use of force may also relate to searches as outlined in Section 5.

Where the use of force, i.e. restrictive physical intervention has been used more than once with a particular child it starts to become a foreseeable risk and therefore requires planning to reduce the chances of it being used again.

Where restrictive physical intervention has been used more than once with a particular child, the school will write a positive handling plan (essentially an appendix to a behaviour plan) and share this with the parents.

Any time a member of staff uses any form of restraint a 'Positive handling' form is completed and kept with the 'Positive handling' log. Parents are always notified alongside the Vice Principal – Pastoral and DSL.

## **12. Exclusions**

**Please see Exclusion Policy for full details and also DfE guidelines -**  
<https://www.gov.uk/government/publications/school-exclusion>

Please note: All students who return from a Fixed Term Suspension will have 1 day Recovery Room and an after school detention.

**Reasons for exclusion are listed below:**

- Persistent breach of the behaviour policy.
- Fighting (Primary fighter – FTS, Secondary fighter – RR).
- Swearing at a member of staff.
- Setting off fire alarm/extinguishers.
- Damage to school property including graffiti.

- Continued Bullying.
- Intimidation or aggressive behaviour towards other students.
- Repeated non-cooperation with a member of staff.
- Non-compliance with Academy rules.
- Using lighters matches or cigarettes.
- Sexist, racist or homophobic behaviour.
- Sexual misconduct.
- Breaching Academy ICT security.
- Bringing fireworks into school.
- Bringing alcohol into school or being under the influence of alcohol or other substances.
- Malicious allegations against staff.
- Truantiing lessons.
- Theft.
- Harassment or intimidation of a member of staff or student at school or off site.
- Bringing the Academy into disrepute (including travelling to and from the Academy).
- 2 removals in a week (1 day RR).
- 5 'moves' in a week (1 day RR).
- Refusal to go to IR (1 day FTS followed by 2 days in RR).
- Failed remove room/refused remove room.
- Refusal to hand phone over after using in school (See it, hear it, take it).
- Assistant Principal/Vice Principal concerns.
- Every 3 lates after 8.55am (as per Attendance policy).
- 2 incidents of talking during fire drill in academic year (RR).

### **Permanent Exclusions**

- Carrying or supplying illegal drugs.
  - Carrying or using an offensive weapon.
  - Persistent serious bullying.
- (the above are the Principal's three lines in the sand).
- Serious actual or threatened violence against another pupil or individual on site.
  - Serious damage to school property.
  - Any violence towards a teacher or member of the support staff.
  - Sexual abuse or assault.
  - Where an offence is repeated after fixed-term exclusion.
  - Where the health and safety of others is at risk including setting off fireworks.
  - Serious intimidating behaviour towards a member of staff..
  - Serious breach of the behaviour policy.
  - Continued breach of the behaviour policy

### **Please note this is not an exhaustive list for reasons for Exclusions**

#### **Serious Incidents that require investigation**

If there is an incident that requires an investigation, then this should be overseen by the Vice Principal or Assistant Principal. If neither are available, then the HOY should carry out the investigation.

- Student(s) involved should be isolated immediately in RR (or any other area that they can be isolated) and given the opportunity to write an initial statement. It must be made clear to them to state where it happened, when it happened, which individual were there and full details of what occurred. They are not to discuss the situation with anybody before completing statement.
- Phones should be taken from the students (s) and they are to be supervised whilst completing the statement. The member of staff who supervises this should sign the statement also. (The student may need support in the writing the statement).
- The student (s) will remain in RR or isolation until the investigation is complete.

- Any member of staff who were witness should email the member of staff overseeing the investigation with full statement as soon as possible.
- Any student (s) who were witness should complete a statement whilst being supervised by a member of staff. It must be made clear for them to state where it happened, when it happened, who was there and full details of what occurred. They are not to discuss the situation with anybody before completing statement.
- The lead on the investigation will speak with the witnesses regarding the statements made to ensure that all relevant information is collected and then ensure that the statements are signed.
- The lead on the investigation will speak with the student (s) regarding the statements made to ensure that all relevant information is collected and then ensure that the statements are signed.
- The lead on the investigation will then discuss with Vice Principal on sanction to apply. Please note if a decision is made to either Fixed Term or Permanently exclude the child then this must be decided by the Principal or 'Acting Principal' if the Principal is not available.
- Parent(s) will then be contacted to inform them of incident/outcome where appropriate. This should include any victim involved in incident.

N.B if a search of a student or belongings (i.e. mobile phone/bag/jacket) is required then there must be at least 2 members of staff present. There should always be at least 1 member of the same sex as student (s) but should always try to involve 2 members of the same sex

#### **Linked documents**

- Exclusion Policy.
- Anti-bullying policy.
- Attendance Policy.
- Safeguarding Policy.
- Uniform Policy.
- E-safety Policy.
- Reasonable adjustment Policy.
- SEN Code of Practice.

### **13. Contextual Safeguarding**

The context and motive of a pupils misbehaviour will always be considered and where the behaviour raises concerns for the welfare of the pupil or they feel the student may be at risk of significant harm, staff will report to the DSL or Deputy DSL and follow procedures set out in the Safeguarding policy without delay.

## Appendix 1

### **Behaviour for Learning: Supplementary Guidance on powers and duties of school staff (To be used in conjunction with the Behaviour for Learning Policy)**

- a. In line with current legislation, Huish Episcopi's Behaviour for Learning Policy sets out measures which:
  - Promote good behaviour, self-discipline and respect.
  - Prevent bullying.
  - Ensure that pupils complete assigned work.
  - Regulate the conduct of pupils.
- b. When deciding what these measures should be, we take into account national guidelines in relation to;
  - Screening and searching pupils.
  - The power to discipline beyond the school gate.
  - Working with other local agencies to assess the needs of pupils who display continuous disruptive behaviour.
  - Pastoral care for staff accused of misconduct.
- c. We publicise our Behaviour for Learning Policy, in writing, to staff, parents/carers and pupils on our website
- d. The standard of behaviour expected of all pupils is included in the school's Home-School Agreement which parents and pupils sign prior to admission
- e. We have a legal duty under the Equality Act 2010, to ensure effective safeguarding systems are in place
- f. Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction<sup>3</sup>
- g. Teachers can discipline pupils when the pupil is in school or elsewhere under the charge of a teacher, including school visits
- h. Teachers can also discipline pupils in certain circumstances when a pupil's misbehaviour occurs outside of school (see below)
- i. Teachers have the power to impose detention outside school hours
- j. Teachers can confiscate a pupil's property
- k. Teachers can discipline pupils whose conduct falls below the standard which could reasonably be expected of them. This means that if a pupil misbehaves, breaks a school rule or fails to follow a reasonable instruction the teacher can impose a punishment on that pupil.
- l. As per section 91 of the Education and Inspections Act 2006, sanctions applied are reasonable and appropriate and take into account the pupil's age, any special educational needs or disability they may have and any religious requirements affecting them. Multi agency assessment and intervention is applied as necessary.

<sup>2</sup> Section 89 (1) of the Education and Inspections Act 2006

<sup>3</sup> Section 90 and 91 of the Education and Inspections Act 2006

## Appendix 2

### Individual Reasonable Adjustment to the Behaviour Policy

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

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

#### Example of the Graduated Approach to adjustments

**Stage 1** – Meeting with parents/carers, the student, and Head of Year to assess the need for adjustments, the nature of any adjustments and strategies to support the behaviour of the student, both in and outside of lessons. Triggers and barriers to learning will be discussed, which may result in further Intervention being put in place. **The Senior Leader SENCO, Pastoral or Safeguarding** may be in attendance.

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

**Stage 3** – If deemed necessary, internal assessments will be performed. This will inform the involvement of further external specialist advice where appropriate or efficient to do so, to assess a student's need/s and further appropriate strategies and adjustments may be recommended.

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

Examples of specific supportive learning strategies	Examples of adjustments to the Behaviour Policy
Increased use of praise	Pre-warning given
Time out card	Shorter length for homework detention (45 minutes rather than 60 minutes)
Attendance to homework club	Access to keyworker support in the Reflection room, when required
Seating Plan adjustment	Time out card in the reflection room
Short and repeated instructions	Shorter time spent in the reflection room
Use of a visual checklist on student expectations	Higher frequency of failed homework's to be set a detention (2x rather than 1x)
Private notification of warnings, including post it notes on desks	Reflection room time does not roll over to the following day
Use of a fidget toy	Access to a laptop in the reflection room
Chunked tasks	Restorative discussion with the teacher to take place immediately, rather than the end of the day

**Please note the above are examples; strategies and adjustments will be arranged on a personalised basis dependent on need.**

**If a student is in receipt of an Educational, Health Care Plan (EHCP), the learning strategies and adjustments will be written into the Plan at the next Annual Review meeting.**

## Appendix 3

### Adjustment to Behaviour Policy for students with diagnosis ADHD DfE guidelines: 'reasonable adjustments to policies and practices'

#### Rationale

Huish Episcopi Academy is a fully inclusive school and recognises ADHD as a neurological disorder and disability. It is vital to adjust policies and practice to ensure that students with ADHD are not discriminated against and have the best possible chance to succeed in school. We recognise that there is not one singular approach for every student so regularly review strategies and adjustments that are in place. We use the 'Assess, Plan, Do, Review' model from SEND descriptors to structure our approach.

#### Stage 1

Head of House meeting with parent and student to agree on appropriate adjustment to Behaviour Policy and strategies to be used in lesson. **The Senior Leader SENCO, Pastoral or Safeguarding may be in attendance.**

#### Stage 2

Strategies and adjustments placed in **One-page profile** and sent to all the teachers and support staff. **If deemed necessary, the SENDCO and Head of Year may meet with all teachers to further outline the strategies and adjustments.**

#### Stage 3

**School-based SEND assessments will be performed, followed by contact with the ADHD specialist nurse or Consultant working with the young person for advice/ guidance. Potential additional referrals through in-school interventions or external specialists where appropriate.**

#### Stage 4

**\*\*\*Regular review of strategies and adjustment to policy with parents every 6 – 12 weeks. SENDCO and Vice Principal or Assistant Principal to attend. Adapt the 'Advice to Learning' pro-forma if necessary and share adjusted strategies with staff.**

Examples of Strategies**	Examples of adjustment to Behaviour Policy**
Increased use of praise within lesson	Praise point given to student if they are not removed from a lesson in a day
Fidget toy	Praise point given to student if they are removed from less than 3 lessons a week
Short tasks	Study Support used instead of RR room for isolations
Short, clear instructions	Pre-warn, <b>take-up time, 'countdown to compliance'</b> given before using 'Warn, move, remove'
Post it notes on desk to identify warnings	2 removals in a day will result in a day in Study Support (Isolation) instead of FTE
Time out card	3 removals in week with result in a day in Study Support (Isolation) instead 2 removals
<b>Brain break (following completion of a period of intense focus)</b>	<b>Movement as a part of listening and learning accepted and facilitated by teaching staff</b>
Seating plan adjustment – sat at front of classroom	2 * 10 minute breaks if completing day in Isolation

\*\*Please note this is not an exhaustive list and other strategies/adjustment will be considered on a case by case basis and also dependent of Educational Psychologist report

\*\*\*Strategies will also be put in place to support any learning needs that the student has

**N.B. This adjustment to Policy was written in consultation with an ADHD specialist worker**

## Equality Impact Assessment

We have a duty to consider the impact of changes on groups with Protected Characteristics (race, disability, age, sex, sexual orientation, religion or belief, gender reassignment, pregnancy and maternity, marriage and civil partnership). An EIA needs to consider:

- *Would the change impact differentially on pupils/ staff with protected characteristics? Positively or negatively?*
- *How do I know that?*
- *What could I do to mitigate any differential or negative impact?*
- *Is this still the right thing to do?*

<p><b>WHAT ARE THE OVERALL AIMS OF THE CHANGE? WHY ARE YOU PROPOSING IT?</b></p>	<p>The purpose of our Behaviour for Learning Policy is to ensure that all members of our community have knowledge of the Behaviour for Learning system and follow it to bring about consistency of practice throughout the school as we move forward in OFSTED Special Measures. The policy also outlines the rewards that helps make the system effective as we recognise that rewards play as vital a role in the process of ensuring outstanding behaviour.</p>
<p><b>GIVEN THE AIMS OF YOUR PROPOSAL WHAT ISSUES DOES YOUR DATA/ INFORMATION HIGHLIGHT?</b></p>	<p>Everybody is included within this policy. We understand that Students with identified SEN will have reasonable adjustments put in place to be agreed with the parent/carer and student. This will contain any reasonable adjustments.</p>
<p><b>HOW COULD THE PROPOSED CHANGE IMPACT POSITIVELY/ NEGATIVELY ON GROUPS WITH PROTECTED CHARACTERISTICS?</b></p>	<p>This has a positive impact on all groups with protected characteristics as they are ensured equal treatment and provision based on their needs.</p>
<p><b>WHAT ACTIONS WILL YOU TAKE TO MITIGATE ANY NEGATIVE IMPACT?</b></p>	<p>No negative impact to having this policy. All staff will be trained and given scenarios to talk through and raise any question.</p>
<p><b>IS ANY POTENTIAL NEGATIVE IMPACT JUSTIFIED IN LIGHT OF THE WIDER BENEFITS OF THE PROPOSAL?</b></p>	<p>No negative impact to having this policy</p>
<p><b>RECORDING FINAL DECISION</b></p>	<p>This policy will go to governors for approval</p>

**Incorporate any actions identified into overall academy level strategic/ action plans, as appropriate.**