

The logo consists of the lowercase letters 'esa.' in a white, sans-serif font, centered within a solid black square.

esa.

BEHAVIOUR FOR LEARNING POLICY

RESPONSIBILITIES	
To determine and approve policy and ensure compliance	ESA School Board
To implement, deliver and comply	Headteacher and School Board
APPROVAL DATE	June 2023
COMMITTEE	ESA School Board
DURATION	1 Year
REVIEW DATE	June 2024
SLT LEAD	Assistant Principal for Pastoral Support, Inclusion and SEND

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Principles and Aims

Principles

Our aim is to establish the highest possible standards of behaviour at ESA. This is important so that the college is always a safe, caring, friendly and positive place where learners can find their voice. Students' behaviour around the college should always assist and support each other to learn and develop; every lesson should be characterised by a purposeful focus on learning, free from distractions. Every student and every member of staff should be able to feel calm and supported, confident that their working environment is one where people are resilient, responsible and respectful at all times.

We have very high expectations of our students and a belief that every student is capable of meeting them. We reward good behaviour choices and impose sanctions in response to poor behaviour. We are a learning community and mistakes are a vital part of learning, our rules are there to make sure learning can happen in the best possible conditions. Everyone has to follow the rules so that the systems work and everyone benefits. By creating boundaries and a safe environment students' propensity to be resilient will grow.

The system is based on the principle that, once students know the rules and the consequences, they can make the right choices for themselves and for others. When children thrive at college and at home, it is often because the boundaries are very clear and there are clear rewards and consequences. Clear boundaries and discipline are completely compatible with a caring and happy atmosphere full of love and dignity.

We recognise and appreciate the diversity of ESA. No one is the same and we pride ourselves on valuing the uniqueness of our students and staff. Some members of our community will have particular learning needs or face personal or emotional challenges that might make it harder to meet the expected standards. We will always seek to understand and include members of our community who may be struggling. The college policy makes clear that the way to offer such support to students facing challenging circumstances is to help them and compassionately insist that they meet the required standards rather than expecting less of them. We do not lower our standards.

At ESA, students and staff want to learn, grow and succeed. Our simple rules help us all achieve this. Any choices made to break the rules will result in a clear hierarchy of sanctions. Our behaviour system facilitates a safe environment in which to grow and a powerful learning space for all.

Aims

As a college community we will:

- promote self-esteem, self-regulation and positive relationships based on mutual respect of all emotional needs
- provide a calm and safe environment free from violence, bullying and any form of harassment
- provide a high quality and purposeful learning environment for all and effectively manage and challenge any student behaviour that disrupts learning
- ensure a consistency of response to both positive and negative behaviour that is non-judgemental, controlled and dignified
- create a positive ethos through effective recognition of achievements. This includes rewarding students who demonstrate a positive attitude to learning inside the classroom and those who are excellent members of the college community outside of the classroom
- share and employ effective practices and strategies which promote positive behaviour

Equality and Diversity

Note: See policy for further information.

The college strives to create a culture in which students, staff and visitors can feel confident of being treated with fairness, dignity and tolerance irrespective of their individual differences. Each student and teacher will endeavour to further this principle by showing respect for and appreciation of each other as individuals.

Discrimination on the grounds of race, sex, religion, creed or disability is contrary to the aims of the college.

Achievement

At ESA we recognise that the key to achievement and positive behaviour choices is high quality teaching. Teaching that engages students in their own learning through a positive and purposeful approach. Staff should be building respectful and empathetic relationships that recognise student successes. Day-to-day praise is a key factor in encouraging students and establishing a positive climate for learning. Praise and rewards should be used much more frequently than negative sanctions to motivate students and build a culture of achievement.

There is a system of points attached to each recorded demonstration of positive behaviour that has been logged on the college MIS system. These are regularly monitored and provide the basis for recognising student achievement.

Students earn celebration points in conjunction with the 7Cs of Confidence, Commitment, Communication, Compassion, Curiosity, Craftship and Creativity.

- Praise postcards will be sent home when key milestones are reached.
- Students with 100% attendance will go into a draw at the end of each term to win a voucher.
- Forms with the most C points (KS4) and individual students with the most C points (KS5) are given a reward every term in celebration assemblies
- Academic and character nominated awards are given every term in celebration assemblies
- Principal's Award given by the Principal each term per year group in end of term celebration assemblies

Opportunities for student responsibility in keeping with the ethos and aims of the college, ESA encourages students to take personal responsibility. There are many opportunities where students may take on responsibilities or are trusted to behave in an appropriate way with or without direct supervision:

- Student Voice
- Peer Mentor Scheme
- Charity Days
- Sixth Form Learning Support
- College Tour Guides
- Assistance at Open Evening and Open Days
- College Productions

Behaviour

To make the system easy for everyone to understand, we have introduced a set of consequences for disruption of learning within the classroom based on resilience, respect and responsibility to distinguish specific types of behaviour and the subsequent sanctions. Before the behaviour system is used, a strong verbal warning should be firmly given and the student's name written on the whiteboard as a reminder.

B1: Having had a warning, the student's behaviour is still unacceptable and is affecting learning and therefore needs to be changed. The student should face a sanction within the classroom being moved away from their peers if possible or spoken to one to one away from other students. If a student is sent outside the room to cool off this should be for no longer than two minutes. The student's behaviour should be recorded on Arbor. A behaviour point is recorded on Arbor.

B2: This indicates that the student has taken it too far within the classroom failing to heed the first behaviour point and is continuing to affect the learning taking place. The number of behaviour points on Arbor is changed from one to two. A resolution meeting is required at the end of the day to avoid a Friday detention.

The B1 and B2 consequences are only used in classrooms and allow teaching staff to refocus students on learning as firmly and as quickly as possible. At this stage, teachers will reiterate the consequence of receiving a B3.

B3: On Call will be notified to come and remove the student from the classroom and place them in internal isolation for the remainder of the lesson. The internal isolation will take place in the back of a sixth form lesson. This will be logged on Arbor as a B3 by the teacher and will result in a Friday after school detention with SLT/MLT.

It is the classroom teacher's responsibility to meet with the student prior to the next lesson and resolve the issue, with the support of the Head of Faculty, if required.

All detentions should be completed without negotiation. It is the responsibility of the individual student to attend and to use the time productively. Students can continue the work from the lesson they missed, complete assignments, engage in productive study or, if they have no other work to do, they can read.

Students who engage with the B3 detention sensibly and seriously will be dismissed from 16.00. B3s will be supervised by SLT, Middle Leaders and the KS4/5 lead and, as far as possible, support will be offered where students need help to engage with their work.

Parents will be contacted to inform them that a B3 detention has been issued. This will be sent as soon as we can to give as much notice as possible, but we will assume that parents have received the message we send. We will take action if students contact their parents during the school day in order to protest about their B3. This will undermine the system. If a B3 is missed parents will be informed and a B4 issued if it is a deliberate or a repeat offence.

Parents should inform the school immediately if contact details have changed. A B3 detention takes priority over any other activity within the school and the school will consider it an extension to the school day and compulsory to attend, which includes appointments made directly after school.

KS leads should contact at home at the earliest opportunity to discuss the reasons for the B3 and how the student needs to change their behaviours.

If students receive multiple B3 detentions they must all be served on consecutive Fridays until all detentions have been completed. If a student receives three or more B3s in a week this will result in an exclusion, a subsequent parental meeting and the student being placed on report.

Any student who truants a lesson will be issued a B3 Friday detention for the subject that was missed. In repeat incidences a B4 will be issued.

B4: Principal's detention from 15.00 - 17.00 on Friday.

B5: If a student fails to comply with the On Call and internal isolation system they will be sent home for a suspension, the number of days dependent on the severity of the incident and the frequency of their indiscipline. This is a very serious sanction. It signifies that the student has made choices that are unacceptable within our community. The exclusion gives them a chance to reflect on the choices they have made. Students will only return to college once they have had a reintegration meeting with their KS lead and their parents/carers. Students will be monitored closely until there has been a significant improvement in behaviour.

If students break the following rules, they will receive negative behaviour points and sanctions, possibly including detentions, a principal's detention, or in more serious cases an exclusion from Elstree Screen Arts Academy.

Lateness/Punctuality

It is every student's responsibility to arrive on time to college and lessons. This means students are expected to be exactly on time for period one, learning base, and lessons after break or after lunch. Students will receive a Friday detention if they are 30 mins or more late in a week. Late also means no later than 5 minutes into a lesson at changeovers.

Dress Code/Equipment

It is every student's responsibility to wear the correct uniform to college and bring all necessary equipment for every lesson. The dress code is clearly illustrated on the college website and should be worn at all times. If a student is not in the correct dress code, they will receive a behaviour point and parents will be notified. Students who persistently break the dress code rules will be placed in a Friday after school detention.

Out of Class

It is every student's responsibility to remain in lessons at all times. Toilet breaks will only be allowed if the student has a toilet pass. No water breaks are allowed during lessons, except as directed in Dance/PE. Water is freely available during break time and lunchtime. Students are allowed to drink water in class (please note not in Science lessons) from a water bottle.

Digital Devices

It is every student's responsibility to use communication devices in a mature and professional manner. There should be no use of electronic devices in college (without explicit permission from teaching staff). If a mobile is seen in lessons then it will be placed in 'lock up' until the end of the lesson. Refusal to cooperate with this will mean that the mobile is given to a member of SLT until the end of the day. Mobile phones can be used at break times, lunchtimes and after school.

Student acceptable use is outlined in the ESA Information Computer Technology and E-Safety Policy any misuse or unacceptable conduct, (e.g. defamatory, discriminatory, offensive, harassing content or a breach of data protection, confidentiality, copyright) will be considered extremely seriously by the college and will be met with appropriate sanctions up to and including permanent exclusion.

Bringing the college into disrepute (smoking/anti-social behaviour)

It is every student's responsibility to maintain the reputation of the college through upholding a high level of behaviour on their way to and from the college site. Smoking within 250 metres of the college premises is considered a serious breach of the college code of conduct. Students can expect to receive a principal's detention in the first instance and continued disregard of the code of conduct will result in a period of exclusion from the college. Vaping on the school site will result in a one day suspension for the first offence. Any extreme behaviour in the vicinity of the college will be met with strong sanctions and students

risk their position here at Elstree Screen Arts Academy. Any act in public that brings the school into disrepute, any crime relating to violence, drugs or carrying weapons, is likely to result in permanent exclusion.

Negative attitude to learning

Students should show resilience in their learning by presenting a positive can do approach to all tasks set. By understanding that it is only by making mistakes that learning takes place. If students are reluctant to try or give a negative response to tasks set then they face a B3 sanction. Staff should help students to recognise opportunities to reflect on their learning and keep perspective. Positive humour helps build optimism and can help students look at different ways into tasks.

Refusal to work/giving up

Students should show resilience in their learning by completing all tasks to the best of their ability. If students refuse to do any work then they will face an automatic B3. Staff should do everything they can to find a way in for students to begin work but if they continually decline to try then they will need to be removed by On Call staff and placed in internal isolation. It may be after a period of reflection that the student finds a way into their learning and can return to the lesson.

Disrupting the learning of others

Students should show resilience in their learning by making sure that any discontent they have with their own attainment does not prevent those around them from learning. If any student disrupts the learning of another student or multiple students then On Call should be notified immediately to remove them from the room. They should be given relevant work to complete in isolation away from their peers. Continual disruption will result in a meeting with a parental meeting led by the KS lead leading to a behaviour report and possible exclusion.

Poor Extended Learning

Students should show resilience in their learning by using their time out of lessons as productively as possible. If students are struggling with learning then extended learning opportunities, set reading, skills based practice tasks, catch up sessions should be completed with a high level of commitment and can present a real opportunity to grasp knowledge that will make a difference in lessons. Students who repeatedly turn up to lessons with the minimum of presence should be recorded on the system so that tutors and KS lead can intervene to work with the student on relevant study skills. Any KS5 who fail to utilise their study time effectively particularly with disruptive behaviour in study areas.

Truancy from Lessons/College

Students should show resilience in their learning by committing to all lessons fully. There are no excuses for a student choosing not to go to a lesson. If a student walks out of a lesson then On Call should be notified immediately. The student will face an immediate B3 where they will complete work set from the lesson they have missed. This behaviour will also lead to a parental meeting with the KS lead. If a student truant an individual lesson internally or externally then they will face a suspension. This will then lead to a parental meeting led by the KS lead and a period of time on behaviour report.

Eating/Chewing/Drinking

Students should be respectful to the college environment by keeping food and drink in the designated areas of the college. No eating or drinking should take place in any area of the college other than the dining room or outside in the designated areas. All debris, plates and cutlery should be returned to the canteen. There should be no food or drink consumed in the college building and subsequently no littering. Only water is allowed within lessons, except in particular subjects e.g. science, where drinking is not allowed for safety reasons. Chewing is completely banned anywhere in the college building or in the outside areas. Any students caught chewing will be asked to put the gum in the bin immediately.

Antagonistic Behaviour/Poor Professional Relationships

Students should be respectful to all members of the college community at all times and attempt to understand others perspectives. They should maintain their own dignity by conducting themselves in a professional manner whilst interacting with their peers and staff. All members of the ESA community have the right to work without fear of being intimidated in a safe and encouraging environment. Any students who fail to treat others with respect will face serious sanctions, dependent on the severity of the incident, a B3, a parental meeting or a suspension. All students who struggle with social interaction will be asked to attend sessions on protective behaviours.

Defiance/Disrespect/Swearing

Students should be respectful to all staff at all times any act of blatant defiance including swearing will be dealt with strongly. If a student walks away from a member of staff they face a B3 detention. If a student swears at a member of staff then they will have a suspension the length of which will be determined by the type of incident and the frequency with which they have broken this rule.

Damage to Property/Equipment/Vandalism/Theft

Students should be respectful to the college environment and the specialist equipment that is available here at ESA. A B3 will be issued for any deliberate minor damage such as inappropriate use of the toilet facilities, littering or marking the college walls where students will be required to right their wrong. Any deliberate act of vandalism or theft carried out by a student or students will be met with a suspension in the first instance followed by an investigation involving a parental meeting, the result of which could be a permanent exclusion. Students will be expected to meet all costs of replacing or fixing any equipment they stop from being used by the ESA community.

Bullying/Aggressive/Abusive Behaviour

Students should be respectful to all members of the college community. ESA will not stand for any form of bullying behaviour that threatens any member of the college. ESA considers all of the following acts of bullying:

- Violence of any kind
- Physical or verbal intimidation of any member of the college
- Racial or homophobic bullying or discriminatory behaviour on grounds of sex, race or disability.
- Harassment. Personal abuse or harassment of staff or students whether on or off college premises. The college reserves the right to involve the relevant authorities if a situation which occurs outside of the college impacts on events in college.

Students will face a suspension if they are considered to have done any of the above, the length of which will be dependent on the severity of the incident. There will be an investigation into the incident where parents will be invited to hear from their child in their words what has occurred. The outcome of the investigation will place the student on a level of sanction that is appropriate to the act and could result in a permanent exclusion.

Restorative Justice

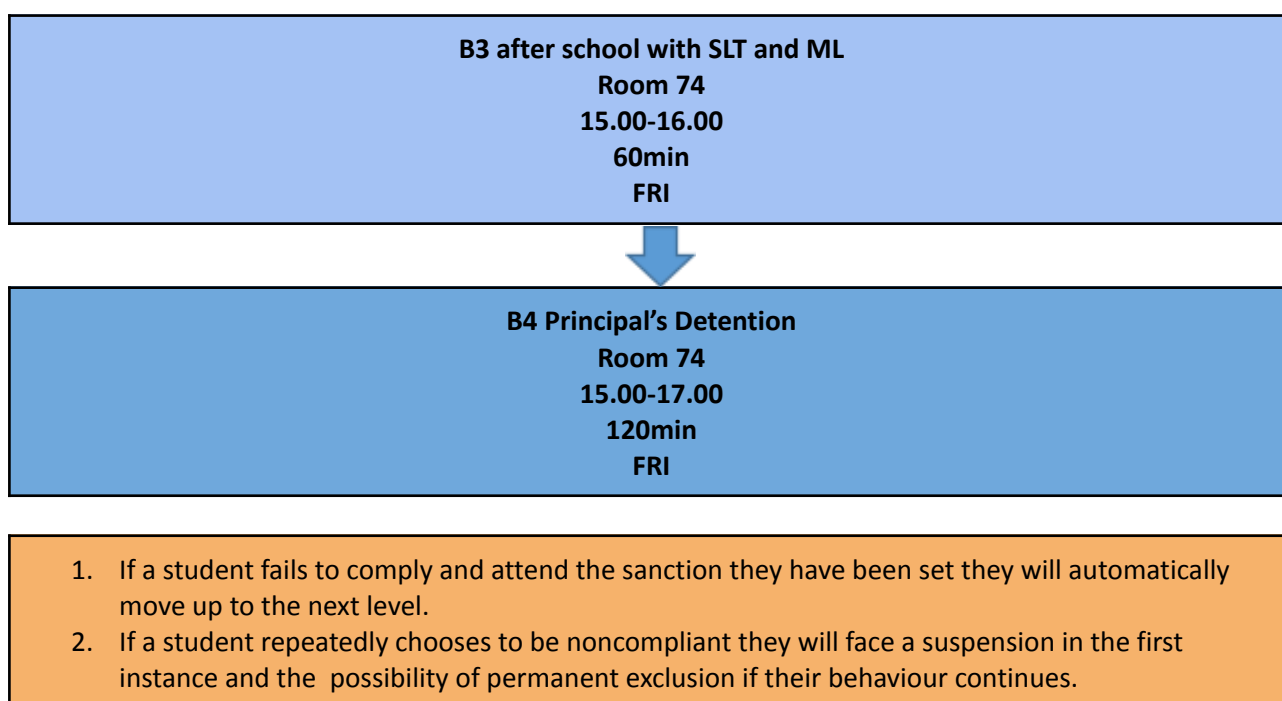
At ESA Academy we use restorative justice to try to resolve any disputes between students. The Principal Director is a recognised Restorative Practitioner who has trained a number of other members of staff in how to facilitate this process.

Restorative Practice is a well structured process which allows for all involved parties in any dispute or incident to be supported to resolve the issues in a caring and compassionate way. Restorative practice builds empathy and encourages an open and honest exchange to find shared ways forward.

- Stage one allows students to reflect privately and individually on what has happened. A restorative facilitator will support them through this process
- Stage two brings both sides of a dispute together in a safe and structured mediation to consider any incidents together
- Stage three allows both sides to talk safely and openly together about how they can move forwards in a way that works for all involved.

Sanctions

Detention Hierarchy



Behaviour Reports

Student behaviour is monitored weekly and any student who is identified by their KS lead as exhibiting prolonged negative behaviour will be placed on report. Reports are recorded electronically through the staff register. Students will be set three targets based on the school ethos of 7Cs and these targets will be reviewed by the teacher and the student at the end of each lesson. At the end of the week the students progress will be reviewed; if their attitude to learning has improved they will be removed from report, if not a second week on report will be encored. Students will be mentored by the pastoral team to improve their behaviour. If the student continues to receive negative outcomes from any lesson they will continue for a third week and their progress reviewed by the Assistant Principal each day. They will also be placed in a two hour detention with the Principal. It is each student's responsibility to ensure that they have had a conversation with each of their teachers to acknowledge their progress.

Suspension

If a student fails to respond positively after other interventions have been put in place, exclusion for a suspension may be issued by the Principal. Suspensions can also be issued for one off serious offences.

On return to college, the student and parents must meet with the KS lead and/or the SLT link and, if necessary, the Principal.

Pastoral Support Programmes (PSP)

The pastoral support programme is a college-based intervention for disaffected students that should identify precise and realistic behaviour outcomes for the student to work towards. Students who have not responded to college actions to combat disaffection and who are at serious risk of permanent exclusion or criminal activity will benefit from such a longer term intervention.

A Pastoral Support Programme can be initiated if the student shows some or all of the following:

- Irregular attendance
- Significant behaviour difficulties
- Sustained relationship difficulties with staff and students
- Extremely poor attainment levels

A Pastoral Support Programme should automatically follow if:

- The student has had several suspensions
- The student is at risk of failing at college through disaffection
- The student presents disaffected or difficult behaviour

A Pastoral Support Programme is initiated with the cooperation of the student and their parents/carers. It is recommended that an external agent is involved in the initiation of a PSP. This is usually an Educational Psychologist, behaviour support worker, Connexions Personal Advisor or outreach worker but all agents involved with the student will be invited to the PSP initiation meeting. The PSP can run up to 16 weeks and is target driven. Rewards and sanctions are incorporated into the target setting process. It is agreed with the student, parents\carers and external agents and is then reviewed at frequent intervals during the course of the PSP.

Governing-Body Disciplinary Panel Hearing (GDP)

Students who have shown no signs of improvement despite previous interventions, or have received 15 days suspension in one term will attend a disciplinary hearing with a panel of Governors. A disciplinary hearing may also be called for students who commit one-off serious offences. The SLT Link and the KS4/5 lead prepare the documentation for the hearing which will include:

- Pastoral Support Programme documentation
- minutes of meetings held prior to governors
- a behaviour log
- a record of support offered
- any external agency records e.g. Educational Psychologist reports

The KS4/5 lead, SLT link, Principal, student and parents will attend the panel hearing, heard by a panel of up to three governors.

Referral to the Pupil Referral Unit (PRU)

If a student is at risk of permanent exclusion he or she may be referred to the PRU. This centre aims to provide a student with the opportunity and support to develop one to one relationships, relations within groups and relations with people who are familiar and unknown. Students are encouraged to treat themselves and others with respect and are prepared for social responsibility.

Permanent Exclusion

Students who persistently break the ESA code of conduct or who commit a significantly serious misdemeanour are at risk of permanent exclusion. Permanent exclusion is the decision of the Principal and this decision is always considered by the Governing Body Disciplinary Panel.

The reasons for which a permanent exclusion would be considered are:

- Serious/persistent breaches of the college's Behaviour for Learning Policy
- If allowing the pupil to remain in college would seriously harm the education or welfare of the pupil or others in the college

There will, however, be exceptional circumstances where, in the Principal's judgement, it is appropriate to permanently exclude a student for a first or 'one off' offence. These might include:

- Serious actual or threatened violence or intimidation against another pupil or a member of staff on college premises, or members of the college whether on or off site.
- Sexual abuse or assault
- Bringing the drugs culture into the college or reasonable suspicion of misuse of drugs or possession or dealing of illegal drugs.
- Promoting a culture of violence including being in possession of a weapon or any other harmful material or bringing a weapon into school.
- Acts of gross negligence or recklessness or acts which are serious breaches of safety regulations, endangering, or likely to endanger people or property; e.g. deliberate misuse of the fire alarm system.
- Theft, dishonesty or unauthorised removal of college property. Serious damage to college property, or the property of others and misuse of the Internet.
- Breaches of the criminal law.
- Bringing the good name of the college into disrepute.
- Malicious or unfounded allegations against staff.

These instances are not exhaustive, but indicate the severity of such offences and the fact that such behaviour can affect the discipline and well-being of the college community.

Please also see the Danes Educational Trust policy Exclusions and Appeals Policy which can be found on our website and HERE - <https://www.daneseducationaltrust.org.uk/574/public-policies>

Expectations

Standard Classroom Lesson Procedures

These routines outline the basic procedures we all must follow in all lessons to help ensure that learning time is maximised through a calm, orderly and purposeful classroom environment.

These cannot be compromised on, as providing a common experience in all lessons produces coherence and consistency for students.

- Staff must be on time to meet the students at the door to greet them on entry.
- Before entry to the classroom uniform expectations must be enforced.
- Students must sit in the seat allocated to them by the teacher. Seating plans must be used.
- The register must be taken within 10 minutes of the start of the lesson and any student arriving late must be challenged in a non confrontational manner.
- Under no circumstances should students be eating or drinking in lessons, except water, which may be drunk with the teacher's consent.
- Students toilet breaks should be kept to a minimum, students may be allowed to go to the toilet once during lessons unless they possess a toilet pass for medical reasons.
- No phones, iPods or headphones should be used in lessons unless under direction of the teacher.
- Students must leave the classroom tidy and ready for use by the following group.

Expectations with regard to students

Students will be expected to:

- conduct themselves around the building in a safe, sensible manner and show regard to others
- arrive on time to lessons
- bring equipment appropriate for the lesson
- follow reasonable instructions given by the teacher
- behave in a respectful and polite manner to all staff and students
- show respect for the opinions and beliefs of others
- complete all class work in the resilient manner required
- hand in any extended learning at the time requested
- show respect for the working environment
- follow the school rules

Expectations with regard to staff

Staff will be expected to:

- arrive on time to their lessons
- create a swift and purposeful start to the lesson
- reinforce clear expectations of behaviour
- deliver a suitably planned and structured lesson which meets all individual needs
- deal with incidents of inappropriate behaviour by following the college's procedures
- promote and reinforce positive behaviour in the classroom
- record, monitor and follow up behaviour issues

Expectations with regard to parents/carers

Parents and carers are expected to:

- work in partnership with staff to ensure good behaviour
- inform staff of any concerns
- respond to concerns raised by members of staff
- ensure students come to college correctly equipped and prepared to work
- have a positive, respectful approach and be supportive of staff

Behaviour and college journeys/visits

The college is committed to providing a range of journeys and visits for students. The college operates an equal opportunities policy so that no student should be excluded from a trip unless there are serious reasons for doing so.

Students have a responsibility to cooperate with behaviour for learning expectations on college journeys and visits, as they are representing the college and inappropriate behaviour in this context may face much more serious consequences. At all times, students must ensure that their behaviour is lawful, respectful, and conducive to the aims and purposes of the college journey and in line with the Behaviour for Learning Policy and the college's Code of Conduct. College's have the power to exercise discipline beyond the college gate.

Students who fall short of expectations on college journeys will be subject to the full range of sanctions up to and including in serious cases, a ban on participating in further journeys and visits. Exclusion is also a possibility. Any trips or journeys that are essential for the curriculum during this period of time will be at the discretion of the Principal.

Behaviour outside college

We have high expectations with regard to student behaviour away from the college site. We expect students to represent and reflect the ESA in a positive manner at all times. In particular this includes behaviour on activities arranged by the college, such as:

- Work-experience placements and educational visits
- Behaviour on the way to and from college
- Behaviour when wearing college uniform in a public place
- Behaviour in the local community

The college has the power to discipline for any incident of poor behaviour that occurs off site, regardless of time, location or whether the student is in college uniform. However, the following factors will be taken into consideration before any sanction is imposed:

- The severity of the misbehaviour.
- The extent to which the reputation of the college has been affected
- Related to this, whether the students in question were wearing college uniform or was otherwise readily identifiable as a member of the college community
- The extent to which the behaviour in question would have repercussions for the orderly running of the college, and or might pose a threat to another student or member of staff (e.g. bullying another student or insulting a member of the staff).
- Whether the misbehaviour in question was on the way to or from college, outside the college, or otherwise in close proximity to the college.

- Whether the misbehaviour was whilst the student was on work experience or professional project with one of our partners (i.e. when the student might be expected to act as an ambassador for the college), which might affect the chance of opportunities being offered to other students in the future.

The ESA will punish students for poor offsite behaviour it is important that our students reflect the college in a positive manner:

- To maintain good order on transport, educational visits or other placements such as work experience or college courses
- To secure behaviour which does not threaten the health or safety of students, staff or members of the public
- To provide reassurance to members of the public about college care and control over students and thus protect the reputation of the college
- To provide protection to individual staff from harmful conduct by students of the college when not on the college site.

The college will adopt firm measures against abuse or intimidation of staff. This includes unacceptable conduct by students when not on the college site, and when not under the lawful control or charge of a member of staff of the college. Staff should be made aware that:

- They have the same rights of protection from threat as any citizen in a public place
- They should use their professional judgement about immediate action to take in circumstances where a number of young people are present and displaying intimidating behaviour: Their first concern must be for their own personal safety
- They should make clear that the student has been recognised, even if in a group of young people
- They should then use their judgement about how to leave a difficult situation without provoking further confrontation
- The college will apply appropriate disciplinary sanctions when the student is next in college.

Roles and Responsibilities

Role of Staff

1. To be committed to safeguarding procedures for all children, in relation to personal conduct, which includes:
 - Listening and supporting children and vulnerable people
 - Confidentiality (i.e. only share private information and sensitive information about the child when it is in their best interest to do so e.g. if there is a safeguarding concern or disclosure)
 - Not promising to keep secrets and not asking anyone to do so
 - Being aware of their position of trust
 - Respecting all children and young people
 - Maintaining appropriate professional boundaries and not displaying any behaviour that may be misinterpreted by others
 - Adhering to the organisation's policy on the use of communications technologies, including the use of mobile phones, cameras or webcams, the internet, including social networking, etc.
 - Prohibiting social contact with children and young people, including prohibiting any physical or sexual contact either inside or outside of the organisation

- Avoiding or minimising the occasions when they are alone or in a secluded area with a child or young person
 - Stipulating that behaviour should be beyond reproach at all times, including banning the use of sarcasm, insensitive or belittling comments or behaviour, or punishment of any description
 - Adhering to the organisation's policy and procedures on transporting children or young people
 - Reporting any disclosures or allegations against any member of staff or volunteer without delay
2. To teach students the principles and rules of the college and to ensure that they are followed.
 3. To consistently use the Behaviour for Learning Policy, issuing sanctions accordingly, noting B1/B2 sanctions visibly at all times, logging B3s and F15s in a timely manner and recognising positive behaviour whenever possible.
 4. To have high expectations of students at all times.
 5. Implementing appropriate teaching strategies to enable all pupils to achieve their potential.
 6. To ensure that the reasons for B3 Exits are clearly communicated to students as well as logged effectively.
 7. To support subject supervision of the building, including starting lessons promptly at lesson changeovers.
 8. To liaise with KS lead regarding students who display repeat behaviour patterns, communicating action taken to the relevant staff.
 9. To contact parents to explain the circumstances of any B2 sanction.
 10. To seek resolution to major issues through parental contact and restorative conversations with the student, mediated where appropriate by other members of staff.

Role of the Behaviour Team (Key stage leads and SLT)

1. To ensure that the Behaviour for Learning system is operating effectively, supporting students and staff where needed and communicating with parents where needed.
2. To ensure efficient logging of all sanctions using Arbor and the subsequent notification of parents.
3. To liaise with the KS lead, Student Support and the SLT in response to incidents, to plan provision and to provide feedback from monitoring the data at student, year and departmental level.
4. To liaise with Alternative Provision providers and to broker placements in partnership with Heads of School and families.
5. To prepare referrals to the Links Academy and the paperwork for any permanent exclusion.

Role of Form Tutor

1. To monitor student behaviour, noting behaviour and achievement points on Arbor, giving reminders for B3/F15s.
2. To contribute to nominations for celebration assemblies.
3. To support restorative conversations with other members of staff.
4. To be the first point of contact with parents/guardians around behaviour.
5. To liaise with KS4/5 lead to discuss individual concerns.

Key Stage Coordinator

1. To monitor student behaviour within their vertical studio, giving praise for good behaviour and ensuring that all sanctions are followed through.
2. To conduct investigations and complete reports relevant to any major incidents.

3. To support tutors in being the first line of contact with parents/guardians around behaviour issues and then subsequently being the second point of contact if problems persist.
4. To coordinate actions around any recurring students with an intervention programme in discussion with the Assistant Head link.
5. To support and liaise with tutors, teachers and Heads of Faculties.
6. To communicate action taken to the relevant staff.

Role of On Call Team

1. Constant monitoring of corridors during allotted times, maintaining phone contact throughout.
2. To support class teacher in tackling exits and other corridor issues.
3. To speak with the pupil/pupils involved and ensure they transition to the relevant isolation space or back to their lesson as appropriate.

Role of Senior Staff

1. To maintain a high front line profile at break, lunch, after college and during lessons and lesson changeovers according to the duty rota.
2. To model excellent practice in using the Behaviour for Learning System, including student interactions and the logging of sanctions.
3. To ensure all the appropriate procedures are followed in relation to incidents that occur with students in their year group, supporting the work of the Key stage coordinator.
4. To regularly monitor repeated negative behaviour and action taken within the college.
5. To offer support to the teaching staff.
6. To regularly monitor and support the detention timetable according to the rota.
7. To communicate action taken to the relevant staff.

Malicious Accusations against College Staff

Where a student has been proved to have made a malicious accusation against a member of the college staff, sanctions may be made. This is in line with current government recommendations. The decision on how to proceed should be dealt with sensitively and according to circumstances. In order not to deter genuine allegations from being made by students, the student found to have made a malicious accusation should:

- be offered confidentiality
- the LADO should refer the matter to the children's social care services to determine whether the young person concerned is in need of services
- principal will consider what disciplinary action is appropriate against the student who made it including the possibility of permanent exclusion
- possibly face criminal proceedings

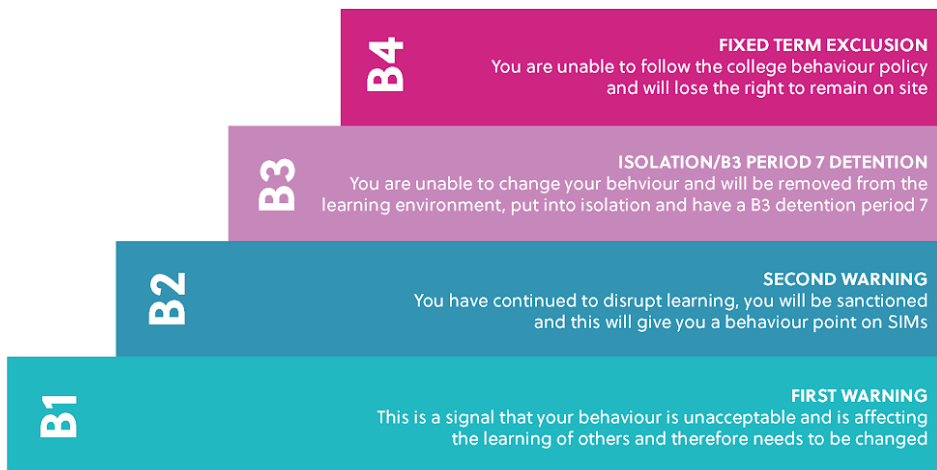
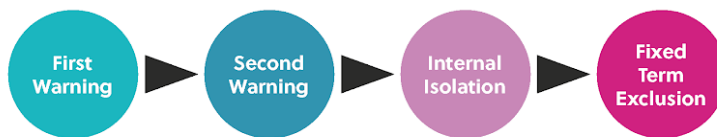
Where a student has been proved to have made a malicious accusation against a member of the college staff, sanctions will be imposed. This is in line with current government recommendations set out in Ensuring Good Behaviour in Schools: Guidance for Governing Bodies, Principal, School Staff and Employers.

Behaviour Steps

Elstree UTC has high expectations of all its students.

You have a responsibility in the college to make positive choices about your own learning and the learning of those around you.

Every student and every member of staff should be able to feel calm and supported, confident that their learning environment is one where people are resilient, responsible and respectful at all times.



APPENDIX B - Use of reasonable force

College staff will follow current government guidance in determining whether a situation requires the use of reasonable force to control or restrain a student.

Introduction

1. The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with students. 'Reasonable in the circumstances' means using no more force than is needed.
2. Force is usually used either to control or restrain. This can range from guiding a student to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
3. Control may mean either passive physical contact, such as standing between students or blocking a student's path, or active physical contact such as leading a student by the arm out of a classroom.
4. Restraint means to hold back physically or to bring a student under control. It is typically used in more extreme circumstances, for example when two students are fighting and refuse to separate without physical intervention.
5. College staff will always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the student.
6. Colleges do not require parental consent to use force on a student.

Who can use reasonable force?

7. All members of college staff have a legal power to use reasonable force. This power applies to any member of staff at the college. It can also apply to people whom the Principal has temporarily put in charge of students such as unpaid volunteers or parents accompanying students on a college organised visit.

When can reasonable force be used?

8. Reasonable force can be used to prevent students from hurting themselves or others, from damaging property, or from causing disorder.
9. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.
10. The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

Colleges can use reasonable force to:

- remove a disruptive student from the classroom where they have refused to follow an instruction to do so;
- prevent a student behaving in a way that disrupts a college event or a college trip or visit;
- prevent a student leaving the classroom where allowing the student to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a student from attacking a member of staff or another student, or to stop a fight in the playground;
- and restrain a student at risk of harming themselves through physical outbursts.

APPENDIX C - Searching, screening and confiscation

School staff will follow current Government guidance in determining whether a situation requires the use of searching, screening or confiscation.

Searching - With Consent

1. College staff can search a student for any item if the student agrees. If a member of staff suspects a student has a banned item in his/her possession, they can instruct the student to turn out his or her pockets or bag and if the student refuses, the teacher can apply an appropriate punishment as set out in the college's behaviour for learning policy.
2. Colleges are not required to have formal written consent from the student for this sort of search – it is enough for the teacher to ask the student to turn out his or her pockets or if the teacher can look in the student's bag or locker and for the student to agree.
3. A student refusing to cooperate with such a search raises the same kind of issues as where a student refuses to stay in a detention or refuses to stop any other unacceptable behaviour when instructed by a member of staff – in such circumstances, colleges can apply an appropriate disciplinary penalty.

Searching - Without consent

4. The Principal and staff authorised by him have a statutory power to search a student or their possessions, without consent, where they have reasonable grounds for suspecting that the student may have a prohibited item.
5. Teachers can only undertake a search without consent if they have reasonable grounds for suspecting that a student may have in his or her possession a prohibited item. The teacher must decide in each particular case what constitutes reasonable grounds for suspicion. For example, they may have heard other students talking about the item or they might notice a student behaving in a way that causes them to be suspicious.

Prohibited items are:

- knives and weapons
 - alcohol
 - illegal drugs
 - stolen items
 - tobacco and cigarette papers
 - fireworks
 - pornographic images
 - any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the student).
6. The powers allow college staff to search regardless of whether the student is found after the search to have that item. This includes circumstances where staff suspect a student of having items such as illegal drugs or stolen property which are later found not to be illegal or stolen.
 7. School staff can view CCTV footage in order to make a decision as to whether to conduct a search for an item.

8. Searches without consent can only be carried out on the college premises or, if elsewhere, where the member of staff has lawful control or charge of the student, for example on college trips in England or in training settings. The powers only apply in England.
9. The college will not generally inform parents before a search takes place or to seek their consent to search their child. The college will inform the parents after a search has taken place and it will inform individual student's parents or guardians where alcohol, illegal drugs or potentially harmful substances are found (though there is no legal requirement to do so). There is no legal requirement placed on colleges to make or keep a record of a search. The college will place on record details of a search that identifies a prohibited item or an item banned under college rules.

Who will conduct a search?

10. The Principal will decide who to authorise to use the powers to conduct a search. There is no requirement to provide authorisation in writing. College staff will seek to follow the guidelines set out below when conducting a search of a student:
 - the member of staff who is searching the student will be the same sex as the student being searched
 - there will be a witness (usually a staff member) and preferably of the same sex as the student being searched
 - in some limited cases, staff may search a student who is not of the same sex and without a witness present, but only where the staff member reasonably believes that 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

How will the search be conducted?

11. The extent of the search will be clothes, possessions, desks and lockers. 'Possessions' means any goods over which the student has or appears to have control – this includes desks, lockers and bags.
12. The person conducting the search may not require the student 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; boots; gloves and scarves.
13. A student's possessions can only be searched in the presence of the student 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.
14. The power to search without consent enables a personal search, involving removal of outer clothing and searching of pockets; but not an intimate search going further than that, which only a person with more extensive powers (e.g. a police officer) can do.
15. If a student does not consent to a search then it is possible to conduct a search without consent but only for the "prohibited items" listed above.

Confiscation

16. Colleges' general power to discipline, as set out in Section 91 of the Education and Inspections Act 2006, enables a member of staff to confiscate, retain or dispose of a student's property as a disciplinary penalty, where reasonable to do so. College staff may also seize any item, however found, which they consider harmful or detrimental to college discipline.
17. Where a member of staff conducting a search finds alcohol, it will be retained or disposed of as the college thinks appropriate. It will not be returned to the student.

18. Where controlled drugs are found these will be delivered to the police as soon as possible but may be disposed of if the staff member thinks there is a good reason to do so.
19. Where other substances which are not believed to be controlled drugs are found these may be confiscated where a teacher believes them to be harmful or detrimental to good order and discipline. This would include, for example, so called 'legal highs'.
20. Where stolen items are found these will be delivered to the police as soon as reasonably practicable – but may be returned to the owner (or may be retained or disposed of if returning them to their owner is not practicable) if the person thinks that there is a good reason to do so.
21. Where tobacco or cigarette papers are found the college may retain or dispose of them. As with alcohol, this means that colleges can dispose of tobacco or cigarette papers as they think appropriate but this will not include returning them to the student.
22. Fireworks found as a result of a search may be retained or disposed of but will not be returned to the student.
23. If a member of staff finds a pornographic image, they may dispose of the image unless its possession constitutes a specified offence (i.e. it is extreme or child pornography) in which case it will be delivered to the police as soon as reasonably practicable. Images found on a mobile phone or other electronic device can be deleted unless it is necessary to pass them to the police.
24. Where an article that has been (or could be) used to commit an offence or to cause personal injury or damage to property is found it may be delivered to the police or returned to the owner. It may also be retained or disposed of.
25. Any weapons or items which are evidence of an offence will be passed to the police as soon as possible.

Screening

26. The college can require students to undergo screening by a walk-through or hand-held metal detector (arch or wand) even if they do not suspect them of having a weapon and without the consent of the students. Any member of the college staff can screen students.
27. If a student refuses to be screened, the college may refuse to have the student on the premises. Health and safety legislation requires a college to be managed in a way which does not expose students or staff to risks to their health and safety and this would include making reasonable rules as a condition of admittance.
28. If a student fails to comply, and the college does not let the student in, the college has not excluded the student and the student's absence should be treated as unauthorised. The student should comply with the rules and attend.
29. This type of screening, without physical contact, is not subject to the same conditions as apply to the powers to search without consent.

Ethic of Excellence

Students are required to be respectful and determine to succeed in their time here at the college. It is essential to the creation of a professional learning environment that students conduct themselves in a manner that contributes to the health, safety and well-being of all members of the college community. The following code of conduct constitutes a series of 'non-negotiables' that students must adhere to.

- We expect attendance to be a minimum of 95% with students punctual to all lessons and appointments.
- Act politely, respectfully and courteously to every member of the college community at all times whether inside or outside the classroom. Swearing and using foul or offensive language is totally unacceptable.
- Ensure that you are in the correct uniform and have all necessary equipment for your lessons.
- Always do as you are asked when you are asked by an adult member of the college community.
- Students are not to consume or be in possession of tobacco, aerosols, dangerous weapons, alcohol or illegal substances whilst at school, on the way to school or on school journeys/outings.
- Be a positive and resilient learner at all times.
- Treat the college equipment with respect at all times. Deliberate damage to property or damage caused by thoughtlessness, neglect or behaviour outside of our expectations will be invoiced to the parent/carer of the student(s) found responsible.
- Maintain a calm and mature demeanour around the college at all times. Movement around and use of space in the college should always be mindful of the open nature of the learning environment. Fighting or 'play-fighting' is not allowed under any circumstances
- Food and drink should only be consumed in the canteen.
- Keep our environment clean and tidy.
- Chewing gum is not permitted in any part of the college.
- Students should understand all items of value brought into school are their responsibility. The school does not accept responsibility for loss or damage to student's property.

- Students should not invite any member of the public into the school without the permission of a senior member of staff.
- It is an offence, under the law, to falsely set off a fire alarm. To do so can cause injury or death to people in the building and can result in permanent exclusion.
- If you have to leave class you should have a pass dated and initialled by a member of staff.
- You should remain on the college site during the day unless you have permission to leave from a member of SLT or the Pastoral team. If you leave the site you should sign out at the college reception.
- Appropriate use of the college's ICT facilities is clearly outlined in the eSafety acceptable user agreement signed by all students and parents.
- The college reserves the right to take any reasonable action as a result of breaking its rules and regulations by any student, when he/she is on or off site, for example to and from college, content posted on the internet and college trips. This includes taking sanctions up to and including permanent exclusion for students whose actions bring the college into disrepute and/or where there is a link between maintaining good behaviour and discipline among the student body as a whole.
- It should be noted that the College will not tolerate negative language or actions towards another member of the community and in particular regarding a person's disability, gender, sexual orientation, race or religion. Neither will it tolerate any kind or means of threatening behaviour, verbal or physical abuse of any member of the college community, involvement in drugs related incidents, possession of dangerous weapons or deliberate damage to college property. The consequences for breaches of such rules will be severe up to and including permanent exclusion from college.

This code of conduct constitutes a behaviour contract between students, their families and the EUTC. The emphasis at the EUTC is on the positive rather than the negative, building an environment of support to help young people achieve. When students work well within these high expectations they will make rapid progress and will benefit from the significant opportunities available here at the college. Positive behaviour from students will be recognised, appreciated and rewarded. It is also essential to the whole learning community that students who do not adhere to this contract are appropriately sanctioned in order that they learn and understand that negative behaviours will not be tolerated. All sanctions are designed to deter repetition of negative behaviour and to encourage consideration of the effect of behaviours on the EUTC Community. The ultimate consequence of not adhering to this code of conduct will be the loss of the place here at the college.
