



Evolve
Academy

Behaviour for Learning Policy:

Evolve Academy

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I. Intent: Aims of policy

This policy aims to:

Provide a clear and consistent approach to Behaviour Management (BM) at **Evolve Academy**

- Define what we consider to be unacceptable behaviour, including all bullying
- Outline expectations of how students and staff should behave
- Summarise the roles and responsibilities of the different adults within the academy community, with regards to Behaviour Management (BM)
- Affirm a teacher's powers to discipline students in their charge – in line with the framework of this policy
- Assert the rights of Evolve Academy (and their appropriately trained staff) to exercise the legal powers to use Reasonable Force - when deemed absolutely necessary - for maintaining the safety of students and staff and good order (in line with Section 93 of the Education and Inspections Act (2006))
- Outline the system of rewards and staged consequences at **Evolve Academy** (Including Fixed Term Suspensions and Permanent Exclusion).

Definitions for the purpose of the Evolve Academy Behaviour for Learning Policy can be found in Appendix 3

2. Legislation and statutory requirements

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

- [Behaviour and Discipline in Academy's / Schools](#)
- [Searching, Screening and Confiscation in Academy's / Schools](#)
- [The Equality Act \(2010\)](#)
- [Use of Reasonable Force in Academy's / Schools](#)
- [Supporting Students with Medical Conditions in Academy's / Schools](#)

It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#).

In addition, this policy is informed by the following specific guidance / policy and law for Student Referral Units (PRUs):

- Section 175 of the [Education Act \(2002\)](#), which outlines an academy's / school's duty to safeguard and promote the welfare of its students.
- Sections 88-94 of the [Education and Inspections Act \(2006\)](#), which require academies / schools to regulate students' behaviour and publish a Behaviour for Learning Policy and written statement of behaviour principles, and give maintained academies / schools the authority to confiscate students' property
- [DfE Guidance](#) explaining that maintained academies / schools, (including Free Schools) and independent schools should publish their Behaviour for Learning Policy online
- Schedule 1 of the [Education \(Independent School Standards\) Regulations \(2014\)](#); paragraph 7 outlines an academy's duty to safeguard and promote the welfare of children, paragraph 9 requires the academy to have a written Behaviour for Learning Policy and paragraph 10 requires the academy to have an Anti-Bullying Policy
- [DfE Guidance](#) explaining that academies / schools, (including Free Schools), should publish their Behaviour for Learning Policy and Anti-Bullying Policy online
- This policy complies with our funding agreement and Articles of Association

3. Searching and screening on entry to the academy

Academy staff follow DfE Guidance on searching, screening, and confiscation (**DFE-000342014**) and receive annual training in alignment with this advice. Searching, screening and confiscation are accepted routines that protect and reassure all within the **Evolve Academy** learning communities.

Please note the mobile phones and electronic devices (that have an internet capability /or, can film /record sounds and images) – are **not permitted** inside the academy.

3.1 Morning entry into the academy

- All students are searched by trained staff on entry to **Evolve Academy** each morning
- Searches involve ‘wands’ (metal detectors) to seek out weapons / ‘sharps’
- Phones / electronic devices and ‘contraband’ food and drink are confiscated and placed into labelled see-through bags for collection at the end of the academy day
- A search of students will be undertaken on entry on reasonable suspicion of possession of any contraband items becoming apparent

3.2 Student re-entry after leaving site / student entry after the start of day

All students who leave and then return to the academy later the same day are searched at Reception by a trained member of staff.

- Searches involve ‘wands’ (metal detectors) to seek out weapons / ‘sharps’
- Phones / electronic devices and ‘contraband’ food and drink are confiscated and placed into labelled see-through bags for collection at the end of the academy day
- A search of students will be undertaken on entry on reasonable suspicion of possession of any contraband items becoming apparent

3.3 Handing over certain contraband items to the police

Weapons, ‘sharps’, knives and pornographic images (on mobile phones / electronic devices) are passed to the Head Teacher to decide what action to take. The Head Teacher reserves the right to hand over the confiscated illegal items to the academy’s SSPO / the Metropolitan Police.

3.4 Confiscation

Any prohibited items (listed in Section 3 of this policy) found in students’ possession will be confiscated. These items will **not** be returned to students.

We will also confiscate any item which is harmful or detrimental to academy discipline. These items will be returned to students after discussion with SLT, staff and parents / carers, if appropriate

Searching and screening students is conducted daily, on entry (and at other times, when staff have reasonable suspicion / intelligence that contraband items have been brought into the academy) in line with the DfE’s [latest Guidance on Searching, Screening and Confiscation](#)

4. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. Please refer to **Appendix I** where the types of bullying are fully defined

Bullying is, therefore:

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

Statutory Duty of Schools / Academies:

Head Teachers have a legal duty under the School Standards and Framework Act 1998 to draw up procedures to prevent bullying among students and to bring these procedures to the attention of staff, parents and students.

4.1 Procedures for reporting, recording and dealing with incidents of bullying:

Students or their parents/carers should feel able to report a bullying incident to any member of staff. The following should then occur:

- Staff member(s) to complete a **Sleuth Report**, as soon as practicable, writing a clear account of what happened, when it occurred and who was involved.
- The AHT (Behaviour Lead) will check the Sleuth MIS system daily and address any reported incidents of bullying.
- The AHT (Behaviour) will follow procedural guidelines as set out in the Academy's Anti-Bullying Policy, in particular, checking the **Sleuth Report** and speaking to all those concerned / collating statements. Written statements should be collected from the victim, the perpetrator and any witnesses / staff.
- Staff will be kept informed by the Assistant Head Teacher (Behaviour). If the bullying reoccurs / persists the Assistant Head Teacher (Behaviour) will be supportive of the victim and escalate the investigation to the Head Teacher for further guidance.
- Parents / carers will be kept informed of actions, intervention strategies and consequences of any bullying inquiry. Letters will be sent to the parents of all parties involved, victim and perpetrators. A log of this will also be kept.

All Academy staff must be alert to the signs of bullying and act promptly and firmly against it in accordance with Evolve Academy Anti-Bullying Policy.

*Bullying types are more fully defined in **Appendix I**.*

The Assistant Head Teacher (Behaviour) will ensure the following consequences will be followed for students who have bullied:

Incidents of racist / sexist / homophobic bullying will be immediately reported on Sleuth and the parent(s) / carer(s) of the perpetrator and victim informed. These infractions will warrant an *automatic* Suspension and the involvement of the Academy's Safer Schools Police Officer (SSPO) – due to the fact they are **illegal**.

First offence of bullying:

- Incident logged and student reminded of policy
- Opportunity given to discuss why student became involved and what they need to do to.
- Repair of the relationship (Restorative Justice) with the victim – carefully supervised.
- Parents/carers informed with **Anti-Bullying Letter I** for offender.

Second offence of bullying:

As above

- Possible Suspension (at the discretion of the Head of the Academy)
- Parents / carers informed with **Anti-Bullying Letter 2** for offender.

Third offence of bullying:

As above

- Parents / carers informed with **Anti-Bullying Letter 3** for offender. The offender with their parents/carers is invited into Evolve Academy into to meet with Trust Directors.

Persistent Offenders:

- Possible SSPO / Police involvement – could be in the form of a discussion, warning.
- May have longer Suspension or Permanent Exclusion.
- May be referred back to the local authority for an alternative educational provision
- Involvement of outside agencies may be necessary - as appropriate.

Students who have been bullied may be supported by:

Being offered an immediate opportunity to discuss matter with a member of staff.

- Reassurance
- Restoration of relationship with the bully if they feel comfortable (via a Restorative Justice meeting)
- Follow-up after two weeks from the incident and again by the AHT (Behaviour).
- Whole Academy / Class work around the issue (RSHE / Assemblies)

Students who have been responsible for the bullying may be supported by:

- Being offered an immediate opportunity to discuss the incident with a member of staff
- Re-establishing respectful and expected behaviours with the support of the young person's family, professional support network and agreed sanctions
- Restoration of relationship with the victim (via a Restorative Justice meeting)
- To work with the inclusion team around improving their behaviours.
- Students to be placed on report. The first target will always be a restorative one.
- Follow up after two weeks from the incident and again in the next term by the AHT (Behaviour)
- Whole Academy / Class work around the issue (RSHE / Assemblies).

Within the curriculum the academy will raise the awareness of the nature of bullying through RSHE lessons, Student Voice meetings, and assemblies and through the use of external support provisions and subject areas, in an attempt to educate all and attempt to eradicate such behaviour.

The academy has well established links with local SSPO's and may contact them for advice and support where necessary.

Key staff are trained in Restorative Justice and counselling to ensure they are skilled and competent at dealing with such incidents as effectively as possible.

Details of our academy's approach to preventing and addressing bullying are set out in our Anti-Bullying Policy (see the **Evolve Academy** website).

Racism, Sexism, Homophobia

Racism, sexism, and homophobia are illegal.

Evolve Academy will always investigate, evaluate, and record allegations of these serious, illegal, and anti-social behaviours. All proven cases will be sanctioned to the highest possible level in line with this policy – **an automatic Suspension and the involvement of our SSPO / the police.**

5. Student Code of Conduct (as per the Academy's "Home / Academy Agreement")

Students are expected to:

- **"Make learning my first priority and aim to achieve to the best of my ability"**: To ensure they do their best to behave in an orderly and self-controlled way in and around the academy
- **"Respect the rights and beliefs of others"**: To always treat my peers, adults, and visitors with **unconditional positive regard** at all time – despite any challenging behavioural barriers they may experience
- **"Respect and care for my peers, teachers and members of my community"** To show respect to other students, members of staff and those in the local community at all times
- **"Look after the academy and its' property and grounds"**: To treat the academy buildings / property with care and respect
- **"Take pride in my appearance and wear full academy uniform at all times"**: To always wear the correct uniform / footwear (including unnatural hair colouring, nose piercings, jewellery, nails must be natural and free of varnish)
- **"Be on time every day and fully equipped for 'academy'"**: To be punctual to the academy and ready to learn every day
- **"Hand in all electronic devices, including phones. Tablets, valuables and sweets / drinks / unhealthy snacks etc. to the door 'Welcome Team'."**: To ensure no contraband items are brought across the threshold of the academy each day. School issued electronics are permitted.
- **"Be searched when returning to site by Evolve Academy staff or the Safer School's Police Officer (SSPO)"**: To make the academy a safe place for all students to learn
- **"Use IT equipment for 'academy' work only"**: To ensure students keep safe online and use only approved applications / software and educational websites

6. Rewards and consequences

6.1 List of rewards

All incidents of good and also unacceptable behaviour must be recorded on the academy MIS system - Sleuth

Positive behaviour rewards aim to promote good citizenship, hard work and responsibility and underpin our ethos of unconditional positive regard. The rewards at EVOLVE ACADEMY are:

- **Praise** – that is specific and personal (including public recognition)
- **Positive Learning Points** – given by all adults in the academy and recorded on the MIS system (Sleuth)
- **Positive feedback** communication home to parents, such as 'positive' phone calls, 'positive' emails, student of the week certificate and pupil of the week.
- **End of term rewards certificates**
- **Reward Activities** – both at the academy and when possible, practical, and affordable some off-site trips and visits

6.2 Rewards schedule Secondary

Weekly:

- **"Student of the Week"** i.e., the student who has received the most Net **Positive Learning Points (PLP's)** on MIS system (Sleuth) awarded

Termly: (6 times per academic year):

Award Certificates for:

1. Most Improved Attendance
2. Most Improved Attainment (or Progression)
3. Most Improved Behaviour
4. Most Improved All-Round Student
5. Attendance Award Certificates for those achieving 97%+ for the half term

Staged Approach to Behaviour Management Consequences - Secondary

The academy may use one or more of the following consequences in its response to unacceptable student behaviour

The adults at **Evolve Academy** focus their critique on the negative behaviour of the student and not the actual student. Contextual account is taken of any Safeguarding concerns that may: act as triggers for negative behaviour incidents; or may significantly influence certain behaviour consequences e.g. a home-based Suspension; or may place the student at increased Safeguarding risk; or compromise a student's caring duties.

7. Evolve Academy Staged Behaviour Management Process:

- **A verbal reminder** and instruction regarding the desired / appropriate positive behaviour. These 'reminders' must be stated in positively framed language e.g. "Thank you for not shouting out the answer! Hands up please Tracy!"
(Staff should not assume the student is aware of what is appropriate behaviour).
- A positively framed **first verbal warning** – requesting a student desist their inappropriate behaviour. **A staff member may choose to write the students name on the whiteboard as a visual 'reminder'** – and outline the negative / inappropriate behaviour still being exhibited by a student
- A **second verbal warning** may be issued if a student does has not modified their behaviour – and this too can be recorded on the whiteboard at the teacher's discretion
- A **third verbal reprimand** to a student will lead to the teacher warning the student that their unchanged / repeated inappropriate behaviour(s) will now be sanctioned the staff member will record the incident on sleuth as either a low-level incident, a medium-level incident or a high-level incident.
- **Some pupils may be issued with the time out card to help them regulate self-regulate their behaviour.**

When adding negative entries on sleuth staff must inform pupils to enable them to correct their behaviour.

Level	Behaviour and examples	Possible action and consequences.
Low Level	<ul style="list-style-type: none">• Swearing/verbal/sexualised language• Lack of work• Inappropriate use of ICT• Incorrect uniform• Kicking doors• Late to lesson with no valid reason• Walking out of lesson	<ul style="list-style-type: none">• Informal discussion with pupil• Sleuth entry• Tutor discussion with pupil• Three low level incidents in a day will result in a 50-minute detention
Medium Level	<ul style="list-style-type: none">• Bringing the academy into disrepute while in uniform• Persistent swearing, swearing at staff, sexualised language• Intimidating behaviour (pupils)	<ul style="list-style-type: none">• Sleuth entry• Phone call home to inform parents

	<ul style="list-style-type: none"> • Bullying (1st letter) • Playfighting • Putting others at risk • Popping maglock • Persistent disruption to lessons • Truancy from lessons 	<ul style="list-style-type: none"> • Tutor discussion with pupil / informal RJ where required • 50-minute detention • 5 or more medium-level incidents in a week will result in a 90-minute detention.
High Level	<ul style="list-style-type: none"> • Bringing the academy into disrepute while in uniform • Damage to property • Significant damage to property • Bullying (2nd letter) • Vaping or smoking • Intimidating behaviour (pupils) • Intimidating behaviour (staff) • Homophobic, sexist or racist comments • Physical assault towards others. • Left site without permission. • Possession of a phone • Dangerous behaviour 	<ul style="list-style-type: none"> • Sleuth Entry • SLT involved • 90 minutes detention on a Friday • Fixed term suspension • Parental meeting on site • Consider putting pupils on a Behaviour plan on return.
Highest level	<ul style="list-style-type: none"> • Arson • Use or threat of use of an offensive weapon. • Possession of a dangerous item • Drugs or drug paraphernalia • Serious assault staff or pupil • Serious Health and Safety infringements, including setting off the fire alarm. 	<ul style="list-style-type: none"> • Sleuth Entry • SLT involved • Parental meeting on site • Fixed term or permanent exclusion • Police involvement where necessary

Removal of students from classroom learning opportunities: Those students whose behaviour is deemed inappropriate / offensive or highly disruptive of the teaching and learning of others will be removed from the learning space and educated with a Senior Leader for the remainder of the lesson – as well as receiving a minimum of a 50-minute detention that same day. A student may be sent home on the instruction of the Head Teacher on a Suspension – if warranted and safe to do so.

Detentions

On Monday to Friday 50-minute detentions will occur from 14:40 to 15:30. Where ever possible the detention will be on the day. If parents know that their child has a prior arrangement after school, they will need to ensure that they let the school know. On Fridays there will be a 90 minutes detention which will run from 13:20 to 14:50. The parent'/cares of any child who receives a 90-minute detention will be notified by phone call on the Thursday to let you know about the detention the following day.

Pupils can get detentions for the reasons in the table below, the table below that explains the different behaviours levels. These are displayed in all classrooms and the dining room

50-minute detention Monday to Friday	90-minute detention SLT Detention Friday Only
<ul style="list-style-type: none"> • Any pupil who arrives after 9:10 will receive a late detention. • Any pupil who has a medium-level incident recorded on Sleuth • Any pupil who has 3 or more low level incidents in a day 	<ul style="list-style-type: none"> • Any high-level incident recorded on Sleuth. • Any pupil who gets 5 or more medium-level incidents recorded on Sleuth in a week. • Any pupil who has any physical incident recorded on sleuth (which doesn't warrant a fixed term suspension).

'Failed' / 'refused to attend' a detention – if a student refuses to attend their detention or fails their detention, they will be in isolation the following day and will be required to re sit their detention at the end of isolation. Repeated failure to comply will result in a Suspension and a parental meeting (Restart Meeting). Details of failed detentions will be recorded on the academy's' MIS system (Sleuth) by the staff member(s) running the failed detention.

Repeated failure to attend detentions - this will result in the Head Teacher issuing a Suspension (home based sanction) to the student, followed by a parental meeting / Restart Meeting.

Reduced Timetable – If a student is on a reduced timetable receives a behaviour detention, they will spend the first part of the next day in isolation. If students are late to the academy they will be required to stay after school on Friday to do their late detention.

Student internal isolation:

There are a number of reasons why a pupil may be taken off the main time table. Some of these reasons are for behaviour. Internal suspensions are used to remove the pupil from class, but not from the school site, for disciplinary reasons or where there is a need to work with a pupil around relationships.

The primary reason for internal suspensions is to accommodate pupils who've been removed from a lesson or lessons at very short notice for disruptive behaviour and/reflection time. Other reasons not related directly to behaviour are for Intervention/catch up time where a need or necessity for pupils is identified relating to gaps in education or where 1-1, 1-2 work is beneficial to the pupils academic and social development/progress. The Head Teacher may exercise the right to seclude / isolate a student for a time limited period e.g., as part of a 'cooling down / refocus' strategy, or to obtain a statement / information regarding a serious behaviour incident. Students may also be placed in isolation for a number of periods following a number of negative sleuth entries to refocus their behaviour. This strategy will only be used in exceptional circumstances and for no longer than practically necessary.

If a student is put in isolation, they will be placed on a simplified version of the Positive Student Behaviour Report with the report being focused on improving the behaviour that got them placed in isolation. This report will last for 1-2 days.

Students who are subject to isolation have the right to time to eat and to use the toilet

Staged Approach to Behaviour Management Consequences - Primary

Primary Behaviour Levels Evolve Academy

Level	Behaviour and examples	Possible action and consequences.
Verbal Warning	<ul style="list-style-type: none"> Will be given in the first instance for most behaviour infringements apart from those specified below 	<ul style="list-style-type: none"> Informal discussion with pupil Verbal warning
Low Level	<ul style="list-style-type: none"> Second warning Damage to property Intimidating behaviour (pupils) Putting others at risk Persistent disruption to lessons 	<ul style="list-style-type: none"> Tick next to name on the board and minutes given. Minutes taken away from break or lunch time play
Medium Level	<ul style="list-style-type: none"> Continued failure to correct behaviour after warning and minutes on the board. Significant damage to property Bullying (1st letter) Homophobic, sexist or racist comments Physical assault towards others, including playfighting. Persistent swearing, swearing at staff, sexualised language Intimidating behaviour (staff) Dangerous behaviour 	<ul style="list-style-type: none"> Sleuth Entry Reflection Room Phone call home to inform parents
High Level	<ul style="list-style-type: none"> Arson Bullying (2nd letter) Use or threat of use of an offensive weapon. Possession of a dangerous item Drugs or drug paraphernalia Serious assault 	<ul style="list-style-type: none"> Sleuth Entry SLT involved Parental meeting on site Fixed term suspension or permanent exclusion Police involvement where necessary

Primary Provision - Reflection Room

- Pupils may require to be in a quiet space to self-regulate. They may be referred (or, self-refer) to the Reflection Room (RR). Pupils are supervised in the RR constantly.
- The time is used constructively to allow a dialogue between staff and student so that the issue can be resolved and the solution mutually agreed. **A record is kept of the room's use, on Sleuth.** The purpose of the Reflection Room is to allow pupils to 'cool down' and to be ready to return back to a class as quickly as each situation allows.
- Pupils are aware that they can request voluntary time out at the discretion of members of staff and use the Reflection Room for this purpose.
- We aim to ensure that pupils spend as little time as possible in the Reflection Room, but at times, as this is a self-referral tool some students may need a longer period of time before they agree to leave the room.
- At times, pupils who are tired may ask to sleep in the reflection room. SLT monitor the use and length of time that children are in the Reflection Room.
- A pupil may be directed to use the Reflection Room, because in the professional opinion of staff this is in the best interests of the other students and /or the specific student.

Current legislation states that "Any use of isolation that prevents a child from leaving a room of their own free will should only be considered in exceptional circumstances. The school must also ensure the health and safety of students and any requirements in relation to safeguarding and student welfare".

In accordance with legislation students are always offered and allowed refreshments and toilet breaks.

The Reflection Room has the 'Zones of Regulation' posters on display –this is to promote thinking, talking and behaviour recovery.

Exclusion from the academy and the Restart (re-integration) Meeting

- **Suspensions** will be applied to students who display serious / dangerous, unacceptable / unreasonable behaviour, as appropriate
- The Head Teacher will ultimately determine if a **Suspension** is deemed an appropriate consequence
- The academy will notify the students' parent(s) / carer(s) by phone of the exclusion – and this will be noted on the academy's MIS system (Sleuth). This call should be made by the Assistant Head Teacher (Behaviour) – or, in their absence / unavailability - by another SLT colleague
- A formal letter from the Head Teacher will be sent home to the parents / carers of a student issued a **Suspension** (See **Appendix 3** for a **Sample Suspension** letter to parents about their child's behaviour)
- A **Restart Meeting** with the parent/s and student must take place before a student can re-join the **Evolve Academy** learning community
- The **Restart Meeting** will be where the academy re-states its' high behavioural and learning expectations, as well as addressing the concern causing / leading up to the **Suspension**.
- The **Restart Meeting** at **Evolve Academy** will culminate in the completion of **Student Behaviour Agreement**. The meeting will conclude with the student being placed on a **Positive Student Behaviour Report (PSBR)** to a member of academy staff – for a 1–2-week period.
- Students will report to SLT Behaviour lead at the end of each day with the report. Where we will discuss the student's behaviour. The report will be handed in and photo of the report will be sent to their parent, The Learning Advisor will give the report back to the student the following day,
- The Learning Advisor will work closely with the students who are on report to help them to meet their targets.
- If a student on report receives a detention, they will be required to repeat that day.

- Persistent failure of the **PSBR** over the duration of the report will lead to a Suspension. **At the Restart Meeting the student will be told that from now on, should they log three or more Sleuth Negative entries they will then be placed on Home Learning (via Google Classrooms) the following day.** They will return to the academy the day after and not require a Restart Meeting – as they have not been suspended.
- Students whose behaviour does not change for the better face having their educational placement at the academy reviewed for continuing suitability
- Failure of the **Positive Student Behaviour Report** will mean a student's behaviour and learning needs will be discussed as a priority by staff when discussing Student Independence Survey data for them each term. This will allow the SLT to put in additional academic and/or therapeutic support.

Permanent Exclusion

Evolve Academy reserves the absolute right to **Permanently Exclude (PEX)** any student whose behaviour may be deemed a risk to themselves, their peers, or staff.

Off-site behaviour – on trips / visits or in the local community

Consequences may be applied where a student has misbehaved off-site when representing the academy, such as on an academy trip or on public transport going to or from academy. Such behaviours would be deemed unacceptable / unreasonable in their own right – and may also bring the name of Evolve Academy into disrepute.

A **Risk Assessment** must be undertaken in good time by a trained member of staff - prior to an off-site activity to determine the students' suitability and ability to keep themselves and others safe.

Malicious allegations

Where a student makes an accusation against a member of staff and that accusation is shown to have been malicious, the Head Teacher will discipline the student with a consequence in accordance with this policy.

Please refer to our **Safeguarding Policy** for more information on responding to allegations of abuse and the support services available to staff.

8. Implementation: Behaviour Management

Classroom management

Subject Teachers / Form Tutors and Learning Advisors are responsible for setting the expectations within their own learning environment(s). For positive behaviour to be successful, it is crucial that the expectations are established positive expectations will be established through: -

- Creating and maintaining a stimulating environment that encourages all students to be engaged
- Displaying the **Student Code of Conduct, Behaviour Levels and Rewards**
- Developing positive relationships with students – including consistent use of unconditional positive regard towards all through:
 - Greeting students at the door in the morning / at the start of lessons, modelling appropriate language
 - Consistently approaching all student / staff interactions using unconditional positive regard
 - Establishing clear routines and expectations. Communicating expectations of behaviour verbally and non-verbally. Highlighting and promoting positive behaviour using the rewards system. Following the strategies for managing with low-level disruption – including de-escalation techniques/language – as promoted through CPI training

- Repeatedly using positive reinforcement. Concluding all lesson positively – using targeted praise as appropriate and starting subsequent ones afresh.

9. Physical Restraint (RPI)

According to Section 93 of the Education and Inspections Act (2006), all members of academy staff have a legal power to use reasonable force

Staff are advised to only use ‘reasonable force’ if it is safe and prudent for them to do so without putting their own health, safety and well-being at increased / enhanced risk

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

- Causing disorder
- Hurting themselves or others
- Damaging property / damaging academy equipment
- Affecting good order in and around the academy

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Should utilise the techniques and language acquired from CPI physical restraint training
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents by a phone call (recorded on the academy’s MIS behaviour system (‘Sleuth’))

Risk Assessments: minimising / managing the use of Physical Restraint (RPI)

The academy actively seeks to minimise the use of RPI wherever practical and possible

All staff receive annual CPI (or, RPI de-escalation training) to build up a caring, nonconfrontational culture with students – and is supportive of the philosophy of unconditional positive regard

The academy also conducts Health and Safeguarding Risk Assessments (RA’s) to map out needs and identify strategies that are supportive of students vulnerable to episodes of physicality in their dealings with others (see **Appendix 4** for RA template)

10. Student support

The academy recognises its legal duty under the Equality Act (2010) to prevent students with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour will be differentiated to support the individual needs of all students – to this end all classes have **Evolve Academy** Class Learning Profiles (CLPs) that identify effective individual and whole academy academic / behavioural interventions (see **Appendix 5**). These CLPs are reviewed termly

The academy’s Special Educational Needs Co-ordinator (SENCO) will evaluate a student who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met

Where necessary, support and advice will also be sought from specialist teachers, an Educational Psychologist (EP), medical practitioners and/or others, to identify or support specific needs

When acute needs are identified in a student, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis

11. Student Transition Support: for students placed by the Fair Access back into the mainstream

To ensure a smooth transition into a new academic institution, students are supported where possible by a member of staff who also will try to visit them at the placement school/academy throughout the duration of the 12-week trial period.

12. Training

Our staff are provided with training on Behaviour Management, including accredited use of restraint training (and annual refreshers), and annual Safeguarding updates (including updates contained within Part 1 of Keeping Children Safe in Education (KCSiE)) as part of their CPD process. Staff are encouraged to seek additional support in this area.

Should issues of poor student behaviour develop. Behaviour management support is specifically tailored to the individual staff members' needs

Behaviour management will also form part of all staffs' Continuing Professional Development (CPD) and this will be mapped into the academy's CPD Plans

13. Impact: monitoring arrangements

Behaviours that place students, staff, and others at risk of significant harm will be identified by analysis of Sleuth Negative Events by the AHT (Behaviour Lead); through detail discussions with staff when collecting S.I.S. data each term. As such, identified students will have their agreed Risk Assessment revised and these changes publicised within the academy staff body by the **CPI Certified Instructor(s)**.

This Behaviour for Learning Policy will be reviewed by the Head Teacher and the Academy Council bi-annually.

The written Statement of Behaviour Principles (see **Appendix 1**) will be reviewed and approved by Evolve Academy Council bi-annually. Behaviour rewards and consequence are reviewed each term by the SLT members responsible for their operational implementation.

Suspensions are monitored to ascertain patterns / 'outliers' (including inconsistencies) and supportive pastoral and academic strategies put in place by the academy.

14. Links with other policies

This Behaviour for Learning Policy is linked to the following policies:

- Child Protection and Safeguarding Policy.
- Anti-Bullying Policy
- Exclusions Policy
- Sharps Policy
- Physical Intervention Policy

Appendix 1: Types of Bullying

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures, racial language
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Homophobia	Explicit homophobic (anti-bi-sexual and anti-transgender) remarks, display of anti-homosexual (anti-bi-sexual and anti-transgender) material(s), anti-homosexual gestures (anti-bi-sexual and anti-transgender), unwanted physical attention, comments about sexual orientation / presentation, reputation or performance, or inappropriate touching / hitting / punching etc.
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Appendix 2: Statement of Behaviour Principles

- Every student will understand they have the right to feel safe, valued, and respected, and to be able to learn - free from the disruption of others
- All students, staff and visitors will be free from any form of discrimination
- Staff and volunteers will always set an excellent behavioural example to students
- Rewards, consequences, and the use of reasonable force will be used in a considered and consistent by staff, in line with PCA's Behaviour for Learning Policy
- Behaviour for Learning Policy will be understood by all students, staff, parents, and governors
- Behaviour for Learning Policy will clearly explain that exclusions are only be used as a last resort, and outlines the processes involved in both Permanent Exclusions (PEX's) and Suspensions.
- Students will be assisted in learning to accept responsibility for and reflect upon their behavioural actions and corresponding consequences
- Families / carers will be involved in the academy's response to serious student misbehaviour to encourage and foster a stronger and healthier partnership between the academy and the students' home

The governing board categorically affirms that violence or threatening behaviour, **will not be tolerated** in any circumstances. This written statement of Behaviour Principles is reviewed and approved by every **two** academic years.

Appendix 3: Definitions for the purpose of the Evolve Academy Behaviour for Learning Policy:

Low Level Disruption / misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork (or homework) and / or the participation in lessons
- Poor attitude to learning and others
- Incorrect uniform (including hair colourings, nose piercings)
- Repeated breaches of the academy rules

Serious misbehaviour is defined as:

- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear, or intimidation
- Vandalism of / damage to academy buildings / property / arson
- Theft
- Fighting (including 'play-fighting')
- Smoking (including e-cigarettes / vape pens)
- Racist, sexist, homophobic (including transphobic / bi-phobic), ageist or any other discriminatory behaviour
- Possession of contraband items / materials. These are:
 - Knives / 'sharps' or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers and other smoking paraphernalia (including e-cigarettes and matches / lighters)
 - Fireworks
 - Pornographic images (in either physical or e-format).
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the student)

Playfighting is defined as:

Any form of play where participants compete with one another attempting to obtain certain advantages (such as verbal banter, touching, tapping or pushing the opponent,) but play in this way without the severity of genuine fighting.

Furthermore, following items that are also **proscribed** as they constitute a serious misdemeanour under **Evolve Academy** Behaviour for Learning Policy: ○ Sweets / soft drinks (including 'energy drinks') / excessive quantities of sugary foods brought on-site

- Mobile phones / electronic devices (that have an internet capability / or, can film / record sounds and images) – are **not permitted** inside the environs of the academy

Appendix 4: Sample Suspension Letter

Evolve Academy
Gipsy Road
London
SE27 9NP
Tel: 0207 504 0542

Mrs Jemima Tumble
118B Pluto Grove,
Lower Mars,
Solar System

Wednesday 30th February 2023

Subject: Roland Tumble

DOB: XX/YY/ZZZZ

Date of Suspension from: Thursday XXth February 2023 ONLY

Dear Ms Tumble,

I am writing to inform you of my decision to suspend “**Mr Tumble (Jr.)**” for a fixed period of **1 day**. This means that “**Mr Tumble (Jr.)**” will not be allowed on the campus for this period. The exclusion begins on **XX.02.2023** and ends on **XX.02.2023** inclusive.

An appointment has been arranged for you and Roland to attend a meeting on Friday XXth February 2023 at 9:45am.

I realise that this exclusion may well be upsetting for you and your family, but the decision to exclude **Roland** has not been taken lightly. **Roland** has been excluded for this fixed period because of:

**Fighting with pencil case
Failing to follow academy conduct code (removing his false red nose)**

You have a duty to ensure that your child is not present in a public place during academy hours throughout this exclusion on **XX.02.2023** to **XX.02.2023** unless there is reasonable justification for this. I must advise you that you may be prosecuted or receive a penalty notice from the local authority if your child is present in a public place during the time specified. It will be your responsibility to show reasonable justification.

You have the right to make representation to the Academy Council about this decision.

You should also be aware that if you think the exclusion relates to a disability your child has, and you think disability discrimination has occurred, you have the right to appeal, and/or make a claim, to the Special Educational Needs and Disability Tribunal (SENDIST). The address to which appeals should be sent is:

SENDIST
Mowden Hall Staindrop
Road Darlington DL3 9DN.

You have the right to see a copy of **Rolands'** academy record. Due to confidentiality restrictions, you need to notify me in writing if you wish to be supplied with a copy. I will be happy to supply this if requested, but there would be a charge for photocopying. You may find it useful to contact the Advisory Centre for Education (ACE) an independent national advice centre for parents of children in state academy's. They offer information and support on state education in England and Wales, including on exclusion from academy. They can be contacted on 020 7704 9822 or at www.ace-ed.org.uk

Yours sincerely



Melissa Elve-Williams Head Teacher

Appendix 5: Staged Approach to Behaviour Management Consequences – Secondary

Level	Behaviour and examples	Possible action and consequences.
Low Level	<ul style="list-style-type: none"> • Swearing/verbal/sexualised language • Lack of work • Inappropriate use of ICT • Incorrect uniform • Kicking doors • Late to lesson with no valid reason • Walking out of lesson 	<ul style="list-style-type: none"> • Informal discussion with pupil • Sleuth entry • Tutor discussion with pupil • Three low level incidents in a day will result in a 50-minute detention
Medium Level	<ul style="list-style-type: none"> • Bringing the academy into disrepute while in uniform • Persistent swearing, swearing at staff, sexualised language • Intimidating behaviour (pupils) • Bullying (1st letter) • Playfighting • Putting others at risk • Popping maglock • Persistent disruption to lessons • Truancy from lessons 	<ul style="list-style-type: none"> • Sleuth entry • Phone call home to inform parents • Tutor discussion with pupil / informal RJ where required • 50-minute detention • 5 or more medium-level incidents in a week will result in a 90-minute detention.
High Level	<ul style="list-style-type: none"> • Bringing the academy into disrepute while in uniform • Damage to property • Significant damage to property • Bullying (2nd letter) • Vaping or smoking • Intimidating behaviour (pupils) • Intimidating behaviour (staff) • Homophobic, sexist or racist comments • Physical assault towards others. • Left site without permission. • Possession of a phone • Dangerous behaviour 	<ul style="list-style-type: none"> • Sleuth Entry • SLT involved • 90 minutes detention on a Friday • Fixed term suspension • Parental meeting on site • Consider putting pupils on a Behaviour plan on return.
Highest level	<ul style="list-style-type: none"> • Arson • Use or threat of use of an offensive weapon. • Possession of a dangerous item • Drugs or drug paraphernalia • Serious assault staff or pupil • Serious Health and Safety infringements, including setting off the fire alarm. 	<ul style="list-style-type: none"> • Sleuth Entry • SLT involved • Parental meeting on site • Fixed term or permanent exclusion • Police involvement where necessary

Appendix 6: Staged Approach to Behaviour Management Consequences - Primary

Primary Behaviour Levels Evolve Academy

Level	Behaviour and examples	Possible action and consequences.
Verbal Warning	<ul style="list-style-type: none"> • Will be given in the first instance for most behaviour infringements apart from those specified below 	<ul style="list-style-type: none"> • Informal discussion with pupil • Verbal warning
Low Level	<ul style="list-style-type: none"> • Second warning • Damage to property • Intimidating behaviour (pupils) • Putting others at risk • Persistent disruption to lessons 	<ul style="list-style-type: none"> • Tick next to name on the board and minutes given. • Minutes taken away from break or lunch time play
Medium Level	<ul style="list-style-type: none"> • Continued failure to correct behaviour after warning and minutes on the board. • Significant damage to property • Bullying (1st letter) • Homophobic, sexist or racist comments • Physical assault towards others, including playfighting. • Persistent swearing, swearing at staff, sexualised language • Intimidating behaviour (staff) • Dangerous behaviour 	<ul style="list-style-type: none"> • Sleuth Entry • Reflection Room • Phone call home to inform parents
High Level	<ul style="list-style-type: none"> • Arson • Bullying (2nd letter) • Use or threat of use of an offensive weapon. • Possession of a dangerous item • Drugs or drug paraphernalia • Serious assault 	<ul style="list-style-type: none"> • Sleuth Entry • SLT involved • Parental meeting on site • Fixed term suspension or permanent exclusion • Police involvement where necessary

Appendix 7: Rewards at Evolve Poster



Rewards		How to achieve	Frequency
Student of the week	<ul style="list-style-type: none"> ☆ Certificate ☆ Tuck shop item of your choice 	<ul style="list-style-type: none"> ☆ For the highest number of net (positive – negative) sleuths' entries each week. 	Weekly
Most improved attendance	<ul style="list-style-type: none"> ☆ Certificate ☆ Trip to the park café for a drink and cake/pastry (1/2 Term) or Pizza (end of full term) 	<ul style="list-style-type: none"> ☆ Most improved attendance % 	End of each term
Most improved progress KS3		<ul style="list-style-type: none"> ☆ Most improved progress based on academic data 	
Most improved progress Year 10			
Most improved progress Year 11			
Most improved behaviour		<ul style="list-style-type: none"> ☆ The most improved behaviour, sleuth data. 	
Most improved All-Round Student		<ul style="list-style-type: none"> ☆ Staff nominations and SLT 	
Top 5 students		<ul style="list-style-type: none"> ☆ Cinema Trip 	
End of Year Prize draw	<ul style="list-style-type: none"> ☆ Voucher 	<ul style="list-style-type: none"> ☆ Every pupil who receives a reward will get an entry into the prize draw. ☆ The more rewards a pupil gets the more entries they have. 	
Jack Petchey Award	<ul style="list-style-type: none"> ☆ Certificate ☆ Pin Badge ☆ £250 to spend in school 	<ul style="list-style-type: none"> ☆ Students nominated by members of staff for going above and beyond or for demonstrating excellence. 	4 times a year
Other	<ul style="list-style-type: none"> ✓ Praise ✓ Positive Learning Points - Sleuth ✓ Positive feedback – post cards, stickers ✓ Positive phone calls home 		

Appendix 8: Role and Responsibilities

Academy Council	Head Teacher	Senior Leadership Team	SENCO	Staff	Parents
<p>Monitoring the implementation and impact of the policy</p> <p>The governors of the Evolve Academy Council (EAC) are responsible for reviewing and approving the written Statement of Behaviour Principles (See Appendix 2).</p> <p>The Evolve Academy Council will also review the Behaviour for Learning Policy in conjunction with the Head Teacher, and monitor the policy's implementation and impact, holding the Head Teacher to account for the same.</p> <p>The Evolve Academy Council are responsible for monitoring the Behaviour for Learning Policy's effectiveness and holding the Head Teacher to account for its implementation</p>	<p>The Head Teacher is responsible for reviewing the Behaviour for Learning Policy in conjunction with the PCAC / KPAC, giving due consideration to the academy's Statement of Behaviour Principles (See Appendix 2). The Head Teacher will also approve this policy.</p> <p>Furthermore, the Head Teacher will ensure that the whole-academy environment encourages positive behaviour and that staff deal effectively and ethically with poor behaviour and will monitor how staff implement this policy to ensure student behavioural rewards and consequences are applied consistently.</p> <p>The Head Teacher is responsible for annually reviewing and approving this Behaviour for Learning Policy. The Head Teacher is also the only person who can authorise Suspensions and pursue the Permanent Exclusion (PEX) of any student on roll.</p>	<p>The Senior Leadership Team (SLT) at Evolve Academy will support the Learning</p> <p>Advisors in responding in a timely manner to behaviour incidents as appropriate.</p> <p>Staff will follow the Evolve Academy Staged Behaviour Response approach dealing with and escalating incidents to the appropriate level of consequence</p>	<p>Co-ordinate assessment, support and Individual Education Plans (IEP) for all pupils including those with emotional and behavioural needs in accordance with the SEN Code of Practice</p> <p>Respond to referrals of pupils for behaviour support</p> <p>Ensure reasonable adjustments are in place for pupils with an identified need</p> <p>Work to coordinate support for pupils' classes</p> <p>Liaise with relevant external agencies</p> <p>Report relevant data to Core Team to identify appropriate intervention strategies</p>	<p>Staff are responsible for:</p> <p>Implementing the Behaviour for Learning Policy in a calm, consistent, cohesive, and fair manner (in line with our 'Home-Academy Agreement') – at any time both in and out of the academy. Calm consistent adult behaviour is a CPI mantra, that should be used in all situations</p> <p>Teachers can not only discipline students at any time, but they also have the powers to impose appropriate and proportionate consequences as required e.g., detentions and / or confiscation of student property</p> <p>All students will be treated at all times with unconditional positive regard – regardless of any behavioural infractions / difficulties encountered. A calm consistent adult behavioural manner is a CPI mantra and should be used in all situations</p> <p>Modelling excellent positive behaviours at all times towards students</p> <p>Providing an individualised approach in their teaching and pastoral dealings with the individual needs of all students</p> <p>Recording behaviour incidents and notes on the academy's main MIS system (<i>Sleuth</i>)</p> <p>Working collaboratively with other local agencies and professionals to assess the needs of any student who displays continuous disruptive behaviour e.g. Social Services, CAMHS, Educational Psychologists etc.</p>	<p>Parents are expected to:</p> <p>Support their child in adhering to the Evolve Academy Student Code of Conduct</p> <p>(Commonly known as the 'Home-Academy Agreement')</p> <p>Ensure their child is correctly dressed in the appropriate Evolve Academy uniform</p> <p>Inform the academy of any significant changes in family / individual circumstances that may potentially affect / impact their child's behaviour</p> <p>Discuss any behavioural concerns with the appropriate academy professional in a timely manner</p>

Appendix 9: Health & Safeguarding Risk Assessment Matrix and Risk Management Plan

PART A - Reason for completing this risk assessment

Complete a RA for all students on roll at the academy. Please add Yes/No in the boxes below to show the reason for completing this risk assessment.

Student Details

Name of student:	DOB:	Phase:
Does the student have an EHCP plan?	Does the student or student have a named social worker?	
How does the student travel to academy?	How does the student travel home from academy?	Does the student travel with any other person?

PART B – RISK ANALYSIS AND MANAGEMENT.

EVERYTHING IS OK	PROACTIVE STRATEGIES <i>This section is what adults do to support the pupil to remain in their “everything is ok” state.</i>		
	Physical <i>(Setting, light, noise, crowding, space, food and drink, sensory differences etc.)</i>	Interpersonal <i>(Respect, communication, social interaction, friends, expectations etc.)</i>	Programme Planning <i>(Choice, predictability, rules, motivation, opportunity to learn, variety, task difficulty, instructional methods).</i>

WHAT DOES MY BEHAVIOUR LOOK LIKE?

ANXIETY <i>A change in behaviour.</i>	DEFENSIVE <i>Beginning to lose self-control.</i>	RISK BEHAVIOUR <i>Behaviour that presents an imminent or immediate risk to self or others.</i>	TENSION REDUCTION <i>Decrease in physical and emotional energy.</i>
			-

STAFF APPROACHES

SUPPORTIVE <i>An emphatic, non-judgemental approach.</i>	DIRECTIVE <i>Decelerating an escalating behaviour.</i>	SAFETY INTERVENTION <i>An emergency response aimed at minimising risk and keeping everyone safe. INCLUDE DECISION MAKING MATRIX CALCULATION</i>	THERAPEUTIC RAPPOR <i>Restorative approaches to re-establish rational communication, relationships and routines.</i>

Any contextual historical information that would be relevant to the Risk Assessment, such as previous risk behaviours.

Signature staff member completing the RA	Name of staff member completing the RA	Job title	Date
Risk assessment QA'd by SLT Signature	Name of SLT Member	Job title	Date

Appendix 10: Evolve Academy Class Learning Profile (Actively supporting desired Learning Behaviours in class)

YEAR GROUP:	SUBJECT BEING TAUGHT:		
STUDENTS IN CLASS:	Male:		Female:
Class name: e.g. "IIRed I"			
Looked After Child (LAC) student name(s):			
Total number of students as having Special Educational Needs (Disability)			
SEN(D):	Name:	SEN(D) Details:	W/Academy SEN(D) Strategies:
Subject specific strategies to support SEN(D) Learners:	Name:	Subject specific strategies to support each SEN(D) Learner in class:	
Total number of students on EAL Register:			
Total number of Students with Low Reading Age / receiving SALT:			

Names of students with Low Reading Age / currently receiving SALT:

EVOLVE ACADEMY Class Data per Subject - Number of students in this class in each category:

Below Target	On Target	Above Target

Additional Information New Joiners this term only:

Name:

Name:

Learner details / strategies required:

