

At Brook Learning Trust we bring together our unique academies in our belief in the power of education to change lives and communities. It is our steadfast purpose to challenge and defy the barriers that constrain the educational progress of any child. We set high aims for aspiration and secure collective responsibility for all our children's achievements. Our work is underpinned by the values of Integrity, Respect, Courage, Optimism, Excellence and Accountability.

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**1. Aims**

*At The Ebbsfleet Academy, we aim:*

- To expect the best from every student, every day, without excuse
- To promote good character, honesty and personal responsibility
- To nurture strong relationships focused on learning and characterised by respect
- To promote the engagement of all students; harnessing their strengths & abilities to build self-esteem & aspiration
- To create a passion for learning and a belief that we can all achieve our goals and better our futures
- To raise attainment and achievement for every individual so that they can achieve their full potential

*The Behaviour Policy aims:*

- To create a welcoming and orderly atmosphere, both in classrooms and on the academy site, which enables all members of the academy community to learn effectively and feel valued and respected
- To promote good behaviour, self-discipline and respect
- To encourage and reward positive behaviour
- To outline a system of fair and appropriate sanctions which is applied consistently to all students
- To prevent bullying

## **Our Expectations**

All members of the academy community are expected to...

- Work hard
- Be nice
- Use common sense

The academy has high expectations of all students and requires that they conduct themselves in a way which is respectful to others and conducive to learning. We adopt a mantra of *'every child, every day, no excuses'*, and do not believe that events inside or outside school can ever excuse poor behaviour.

These expectations are embodied in the academy's Code of Conduct, a copy of which is displayed in all classrooms (see *Appendix A – Code of Conduct*)

## **Healthy Eating**

The academy believes that students are best able to learn when eating a healthy diet and staying hydrated. As such, the academy discourages high sugar foods and drinks. Students should carry a clear water bottle with them. Water may be drunk in lessons with the permission of the teacher. The academy encourages parents to pack healthy lunch boxes (*Appendix J*). Students will not be permitted to consume fizzy drinks on site.

## **Behaviour for Learning**

Students' behaviour must enable both themselves and others to full participate in lessons and make progress. Good behaviour can be encouraged and promoted through effective teaching that has at its heart reflective, well planned lessons that encourage a positive classroom climate. There is a clear set of behaviour protocols that must be followed by all students in every lesson (see *Appendix C – Learning at The Ebbsfleet Academy*)

Class teachers consistently apply a tiered approach to classroom behaviour management which provides students with the opportunity to self-correct their conduct. Appropriate behaviour referral ensures that the majority of well-behaved students continue to be taught effectively by removing individuals who repeatedly disrupt the learning of others. Teachers must not send students out of lessons to stand unsupervised in the corridor.

## **2. Rewards and sanctions**

### **a) Recognition, Reward and Celebration**

The academy recognises that praise and reward are always the most powerful of motivational tools. As such, all staff actively seek opportunities to praise and reward students on a daily basis. A tiered approach is adopted towards rewards, a full list of which can be found in *Appendix D – Rewards Ladder*.

The academy also recognises the importance of creating opportunities for students to earn positions of responsibility. A number of leadership opportunities are available to students (e.g. House Council Representative, Prefect, Junior Prefect and librarian)

### **b) Sanctions**

It is recognised that, at some point, some students will – either intentionally or unintentionally – fall short of the academy's expectations. In such circumstances, students are expected to take responsibility for their actions and make amends, both through their words, and more importantly, through their actions.

A tiered approach is applied in relation to the use of these sanctions (see *Appendix E – Behaviour Ladder*). Academy staff use their professional judgement to ensure that the sanctions applied are reasonable and proportionate to the circumstances of the case.

## Detention

Any pupil who is removed from a lesson by On Call will serve a same day 1 hour Academy Detention. Reasons for issuing an Academy Detention may include:

- On Call summoned
- Serious breach of behaviour policy
- Failure to attend Head of House detention
- Referral by the Leadership Team for serious breach of behaviour policy
- Truancy (Integrity)
- Bullying/Discriminatory behaviour
- Smoking/ possession of smoking items
- Fighting/Physical assault/ Dangerous, violent or threatening behaviour

Head of House detentions will run every day for any pupil who has accrued 5 or more behaviour points. Parents are informed by email on the day of the detention in the afternoon. Head of House detention runs for 40 minutes.

Behaviour points are given for the following:

- Bringing the academy into disrepute
- Chewing (integrity)
- Fighting/Physical assault/ Dangerous, violent or threatening behaviour
- Lack of equipment
- Lack of respect (including answering back)
- Late
- On-call summoned
- Refusing to follow routines
- Truancy (Integrity)
- Use of inappropriate language
- Uniform infringement
- Unkindness (Confidence)
- Smoking/ possession of smoking items
- Bullying/ Discriminatory behaviour
- Serious breach of behaviour policy
- Not completing home learning

### **Students out of class**

There are very few reasons why children should be out of class, and this will never be without evidence of a teacher's permission. All staff should always challenge students that are out of class and should return them to their lesson if no evidence of a teacher's permission can be provided. If a teacher requires a child to leave a class momentarily the teacher must provide the student with a note.

On the rare occasion that a child falls ill during a lesson or needs to go to the toilet On Call should be summoned. In any case, teachers should discourage such absence and use their discretion in deciding whether to absent a student. Only students with a toilet pass will be permitted to use the toilet during lesson time and will be allowed access to the toilet at reception.

### **Partner lessons**

If a student is persistently disrupting a lesson, and has not responded to a verbal warning or their name being written on the board, On Call will be summoned. If a student is moved to a partner lesson, it is the responsibility of the original teacher to set a class teacher detention and/or contact home.

### **On Call protocol**

On Call should only be used after all of the standard tiered behaviour management strategies have been tried and the child needs to be relocated to a partner lesson.

To summon On Call, the class teacher should send a message via the schools internal system. The On-Call teacher will decide if the situation is 'amber' meaning the child can be parked or 'red', meaning the child is taken to Isolation. It is the subject teacher's responsibility to ensure that the student has enough work to keep them occupied until the end of the lesson. All students that are Isolated are automatically put into Isolation for the next 24 hour period and parents called in for a meeting. **The class teacher is also expected:**

- **to take the necessary follow up action and sanction, with the support of their Director of Learning and if necessary their LT line manager;**
- **to contact home to explain the reason for the parking;**
- **to speak to the child at the end of the day**

### **Learning from mistakes**

The Ebbsfleet Academy is committed to ensuring not only that students take responsibility for their actions, but also they learn from their mistakes. It is important for students to understand why their misbehaviour may have arisen and what they can do to prevent this from happening again in the future. It is important for students to understand why sanctions are imposed, and why the academy considers these to be appropriate in their severity.

These aims are often best achieved through a discussion between the student and teacher involved in a particular behaviour incident. Where appropriate, students will be spoken to about their misbehaviour with the teacher concerned. Such an approach is particularly useful when students have been referred for Detention for lack of respect towards staff, walking away from a member of staff or refusal to follow instructions.

The outcomes of the meeting should be that:

- The student understands why their behaviour was wrong and apologises for the misbehaviour.
- The student and teacher understand why the misbehaviour may have arisen and what measures could be taken to reduce the likelihood of similar misbehaviour in the future.

An agreement is reached as to what the appropriate sanction should be. In the vast majority of cases, this will involve the student completing the sanction that had already been set by the teacher. However, an alternative sanction may be reached by mutual agreement

### **3. Confiscation**

Schools' 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 pupil's property as a disciplinary penalty, where reasonable to do so.

Academy staff can seize any item, however found, which they consider harmful or detrimental to school discipline. The following categories of items are banned and will be confiscated if seen at any time on the academy site...

- An item which poses a threat to others, e.g. a laser pen
- An item which poses a threat to good order for learning, e.g. a personal music player, smart watch or mobile phone (these are to be switched off and stored in bags)
- An item which is against academy uniform rules, e.g. rings, baseball caps, hooded tops
- An item which poses a health or safety threat, e.g. items of jewellery worn during PE
- An item which is counter to the ethos of the academy, e.g. material which might cause tension between one ethnic group and another
- An item which is illegal for a child to have, e.g. racist or pornographic material.

Confiscated items will be stored by the academy for up to one month. Students may be searched to ascertain whether they are in possession of banned items.

## **Personal Belongings**

Students are strongly discouraged from bringing any items of significant monetary value into the academy. The academy expects that all students should purchase a locker for the duration of their time here and keep any items that do not fit in their bags stored in their lockers. The academy will not accept responsibility for any items that students misplace and students are not to leave items anywhere else but in their lockers or on their person.

## **Lost Property**

Any items handed in by academy staff or students will be kept in a box in Reception that students have access to. Students will be reminded to check this regularly and notified that all items will be disposed of or recycled at the end of each half term.

## **4. Isolation, Fixed Term Exclusion and Permanent Exclusion**

### **a) Isolation**

A student may be placed in isolation for the following reasons; a uniform infringement that cannot be rectified, having to be removed from a lesson by the on-call teacher or as an alternative to a Fixed Term Exclusion. Parents will be informed by phone call and then by letter and warned that further misdemeanours may result in a Fixed Term Exclusion. Whilst in Isolation, students will work on self-quizzing on their knowledge organisers. They will have lunch in a separate venue to the rest of the school. The school day will end at 3pm. Parents must meet with the Inclusion Manager, class teacher or Head of House before the student can return to lessons.

### **b) Fixed Term Exclusion**

In extreme circumstances of disciplinary breakdown, the sanction of exclusion will be used. Only the Principal (or, in her absence, the Vice Principal – Engagement) can issue a Fixed Term Exclusion. If a student is excluded, the Parents will be informed as soon as practicable, initially by telephone and then by letter. Parents must meet with a member of LT before a student can return to class following a Fixed Term Exclusion.

### **c) Permanent Exclusion**

The academy will not hesitate in permanently excluding a student who has proved, over the long term or through an outrageous single act, to be beyond the control of the academy. Extensive efforts are made to improve behaviour to avoid permanent exclusion. However, in the case of a single outrageous act the academy reserves the right to permanently exclude a student without a programme of support being provided. We hope and expect that this sanction will only be used extremely rarely.

Examples of a single outrageous act which might lead to Permanent Exclusion include:

- threatening behaviour with, or use of, weapons
- the distribution of drugs
- large scale theft of property from the academy site
- acts of violence against a member of the academy community
- sexual assault against a member of the academy community

## **5. Conduct outside the Academy**

Section 89(5) of the Education and Inspections Act 2006 gives the academy a specific statutory power to regulate students' behaviour outside of the academy premises and to discipline students for misbehaviour.

When in public places, students are expected to act as ambassadors for the academy and ensure that, through their conduct, the academy's reputation is enhanced.

Students should be particularly mindful of the following:

- Uniform – full academy uniform must be worn at all times when in public
- Smoking – smoking is not permitted on the way to or from the academy, or during lunchtimes

- Buses – when waiting for a bus, students should queue sensibly. When on a bus, they must behave sensibly and show courtesy towards the driver and members of the public
- The Local Shops – sensible behaviour is expected both inside and outside local shops, as is appropriate courtesy towards other customers and the shop owners
- Cycling/Walking – students should use pavements sensibly and be sure to leave plenty of room for members of the public to pass by in the opposite direction
- Language – the use of loud and bad language is unacceptable

Any misbehaviour which occurs outside of the academy, and where the students is identifiable as a pupil of the academy, and which is brought to the attention of the academy will be dealt with in the same way as if that poor behaviour had occurred on the academy site.

#### **Abuse or intimidation of staff outside the Academy**

Members of our academy staff have the same rights of protection from threat as any citizen in a public place. The academy will not tolerate incidents of abuse or intimidation of its staff, including unacceptable conduct by students when not on the academy site and when not under the lawful control or charge of a member of staff of the academy. The academy will always take seriously reports of such behaviour and apply rigorous sanctions.

### **6. Keeping children safe and anti-bullying**

#### **Safeguarding and Pupils with Special Educational Needs**

The Behaviour Policy should be interpreted at all times so as to be compliant with the academy's legal duties under the Equality Act 2010, in respect of safeguarding and pupils with Special Educational Needs.

#### **Working with Home to promote positive behaviour**

Sections 110 and 111 of the School Standards and Framework Act (1998) requires all schools to have in place a Home-School Agreement. The Ebbsfleet Academy's Home-Student-Academy Agreement outlines the obligations of the parent, student and the academy, including those around relating to behaviour. (See *Appendix B*)

Parents have a clear role in making sure their children conduct themselves appropriately at the academy. If they do not, the academy may ask the parents to sign a parenting contract or may apply for a court-imposed parenting order.

#### **Searching Pupils and Use of Restraint**

The academy's protocols in relation to the searching of pupils and the use of restraint are fully compliant with the current DfE guidance. (See *Appendix F – Searching Pupils and Use of Restraint*)

#### **Anti-Bullying**

The Academy is committed to providing a caring, friendly and safe environment for all our students so that they can learn in a supportive and secure atmosphere. Bullying and discrimination of any kind is unacceptable. If bullying or discrimination does occur, all students should feel able to report this and know that incidents will be dealt with promptly and effectively.

All students, parents, academy councillors and teaching and non-teaching staff should:

- Understand what bullying and discrimination are
- Be opposed to and actively respond to acts of bullying and discrimination
- Know how to report bullying and discrimination, and understand how incidents will be resolved
- Recognise that 'peer on peer' abuse is a safeguarding issue

What is bullying?

- Bullying results in pain and distress to the victim
- Bullying can be deliberate or unintentional
- Bullying can be caused by individuals or by groups
- Bullying can be an isolated incident or be of a more persistent nature

Bullying can be:

1. Emotional: excluding from groups, tormenting (i.e. hiding books, threatening and intimidating gestures), humiliating
2. Physical: any unwanted physical contact (i.e. punching, kicking, hitting or any use of violence);
3. Racist: racial taunts, graffiti, gestures
4. Sexual: unwanted physical contact or sexually abusive comments, sexual assaults, sexting
5. Verbal: name-calling, sarcasm, spreading rumours, teasing
6. Written: unpleasant comments about someone or offensive use of text messages, online message boards (e.g. MSN), emails or website
7. Online: making comments on message boards, sharing images, cyber stalking

Discrimination involves treating individuals or groups differently because of identifiable characteristics.

Discrimination can occur on the basis of:

- Gender
- Sexual orientation
- Race or ethnicity
- Any other identifiable characteristic

If a student knows that bullying or discrimination is happening, they should tell their parents or a member of academy staff. Parents and academy staff should then pass any information about incidents of bullying or discrimination to the Inclusion Manager or relevant Pastoral Leader.

The relevant member of Pastoral staff will investigate any incidents of bullying or discrimination. Where these are found to have occurred, the Inclusion Manager will note this in the academy's Bullying and Discrimination log and take appropriate follow-up action.

In response to most incidents of bullying and discrimination;

- Parents will be informed about their child's involvement in bullying and, if it is thought to be appropriate, they will be asked to attend a meeting to discuss the problem.
- If possible, the students will be reconciled through a restorative justice session.
- Appropriate sanctions may be applied
- An attempt will be made to help the instigator change his/her behaviour.

In cases of severe or unrelenting bullying or discrimination:

- The police may be consulted
- A behaviour contract may be signed
- Counselling may be arranged for the instigator and/or the victim
- More severe sanctions may be applied, up to and including exclusion

The Bullying and Discrimination Log is maintained by the Inclusion Manager. The Inclusion Manager will add incidents to the Bullying and Discrimination Log by using the 'Bullying/Discrimination' behaviour incident code in SIMS. Details of the instigator, the victim, the form of bullying/discrimination and the resolution will be noted.

The Bullying and Discrimination Log is reviewed regularly to enable the academy to monitor any trends in bullying and discrimination, and to evaluate the academy's procedures.

See Appendix H for further details on anti-bullying.

## **7. Drugs**

- The Ebbsfleet Academy is committed to the health and safety of all its members, and will take action to safeguard their well-being.
- The school operates a smoke-free site; this policy extends to the use of electronic (e) cigarettes and similar devices which is not permitted.

- The Licensing Act 1964 and other legislation controlling the consumption of alcohol will be adhered to.
- The academy acknowledges the importance of its pastoral role in ensuring the welfare of young people and, through the general ethos of the school, will seek to persuade students in need of support to come forward.
- As part of its care for the welfare of its students, the school believes it has a duty to educate young people on the consequences of drug use and misuse. The school takes a pro-active stance on this matter, believing that health education is a vital part of the personal and social education of each of its students.
- The school believes that the principle of sharing the responsibility for the education of young people with their parents and guardians is fundamental to our school's values and practice. We will keep parents informed and involved at all times.
- The Ebbsfleet Academy condones neither the misuse of drugs, including tobacco and alcohol, by any members of the school, nor the illegal supply of these substances (the Staff Code of Conduct refers).

The academy agrees to provide a programme of drugs education that enables students to make healthy, informed choices by increasing their knowledge and understanding, ensuring they are able to:

- Assess, avoid and manage risk, including where risk arises from drug-related crime
- Communicate effectively, developing self-esteem and self-awareness
- Resist pressures, devising problem-solving and coping strategies
- Source relevant information and access further advice or support
- Explore their own and other people's attitudes towards drugs, drug use and users, challenging stereotypes as propagated by the media and among peer groups

As part of our pastoral duty of care, the academy provides accurate information about substances, increasing students' knowledge and understanding, thereby replacing misconceptions with accurate information about:

- The short-term and long-term effects of drug use and the attendant risks to health and well-being
- The laws relating to drug use
- The impact of drug use and abuse on individuals, families and communities
- The prevalence and cultural acceptability of drug use among students' peer groups
- The complex moral, social, emotional and political issues surrounding drug use and abuse

In all instances of suspected/confirmed substance misuse or abuse, the first consideration of all staff must be the safety and wellbeing of the student/students involved.

Once the student's immediate safety is assured, meeting any medical emergencies with first aid and by summoning the appropriate help, the Principal (or Senior Leader to whom responsibility for drug use and abuse has been delegated) should be immediately informed and involved.

In instances involving the misuse or supply of a legal substance on the academy site, and following discussions between staff members who know the student well (with attention given to issues of confidentiality) parents/guardians will be informed unless it is believed that this would jeopardise the safety of the student. The school and the parents/guardians can then work together to support the young person.

If a student admits to using or supplying illegal or inappropriate substances off the school premises, informing the Principal or his/her agreed delegate is the appropriate action for the person in receipt of the information. The school will not knowingly allow its premises to be used for the production or supply of any controlled drug, or the preparation or smoking/consuming of cannabis or any other drug. After careful consideration, the Principal or his/her agreed delegate will usually involve the local Police, and always in the case of drug supply.

In instances involving the use or possession of illegal substances on the school site, the school will normally impose a fixed term exclusion of an appropriate length. Following the student's negotiated return to school, a programme of support will be discussed with the student, parents/guardians and the Police, and implemented.

In instances involving the supply, or intent to supply, of an illegal substance by a student, the school will involve the local Police and will normally impose a permanent exclusion.

In all instances, consideration should be given and reference made to the school's guidance on confidentiality and safeguarding of all in its care.

### **Establishing the Nature of Incidents**

When an incident involving drugs, or suspected to have involved drugs, occurs, academy staff will conduct a careful investigation to judge the nature and seriousness of the incident. During the investigation, the emphasis will be on listening to what people have to say and asking open, rather than closed or leading, questions. Students involved will be interviewed separately and accompanied by a supportive adult. The Principal or his/her agreed delegate will consult with and involve others as deemed appropriate. If, during the course of the investigation, it is decided that the Police should be involved, instructions will thereafter be taken from that authority in consultation with the Principal or his/her agreed delegate.

### **Parental Permission for Police Interviews**

There are occasions when the Police may wish to talk to a student or students. This may be because they are suspected of involvement in a drugs-related offence. There may also be occasions when the Police wish to interview a student or students who is/are believed to have witnessed, or to have information concerning, a drugs-related offence. In the latter circumstances, the student/s will not be held to be under suspicion of committing an offence.

In all circumstances, specific permission must be obtained from parents/guardians before Police interviews are agreed to by the Principal or his/her named delegate. If agreed to, academy personnel will ideally be present at Police interviews. Unusually, a parent/guardian may give permission for their child/ren to be interviewed without their presence. These instances will be logged and recorded on the student/s's file/s.

### **Instructions for Staff regarding the Discovery of Drugs**

On site:

If possible, retrieve the drugs in the presence of a witness. Do not use a bare hand to retrieve. Details should be recorded and the Police contacted. The Police will collect and store or dispose of the drugs in line with locally agreed protocols. Drugs paraphernalia, such as pipes, needles and syringes, should be placed in a sturdy, secure container prior to disposal per agreed protocols.

On a person:

Always retrieve drugs in the presence of a witness, preferably an adult

Then:

- Place the substance in a sealed container
- Sign and date the container and ask a witness to countersign
- Complete the Record of Incident involving Unauthorised Substances (see appendix B) with all details required
- Do not investigate the substance
- Take the container and completed Record to the Principal or his/her named delegate
- The Principal or his/her named delegate will lock the substance in the school safe and contact the local Police who will remove it from the premises

### **Searches for Drugs**

The Ebbsfleet Academy will always attempt to seek consent for a search (although there may be circumstances in which it is deemed inappropriate to obtain prior consent) and will comply with all the most up-to-date guidance on searches (see Appendix F).

### **Drugs-Related Allegations made against Students and/or Adults**

In the event of an allegation being made, the following procedure should be adopted:

- The person/s to whom the allegation is made should contact the Principal or his/her named delegate immediately
- A meeting will be convened involving the appropriate academy staff. This group will decide whether or not the circumstances dictate that the Police should be contacted.
- If the Police are called and subsequently wish to interview students, the consent of the parents/guardians will first be obtained.

- Police interviews would normally be expected to take place in the student's home, although there may be occasions when all agree that the interview should take place at school.

### **Police Involvement**

The Ebbsfleet Academy reserves the right to call on Police assistance for the detection of drugs on school premises. In such instances, written confirmation of the agreement of the parents/guardians of any students affected will be sought. Police expertise may be used both for detection of drugs and as a deterrent against their abuse.

### **Drugs Education**

Drugs education at the Ebbsfleet Academy is designed to:

- Address issues of relevance to young people
- Allow students' opinions to be articulated and heard
- Be delivered by well-prepared teachers who will avail themselves of interactive techniques such as role play/debates etc
- Take into account the views of parents/carers who are members of the wider community
- To support parents/carers with a view to enabling them to talk effectively with their children about drugs use and abuse

Drugs education will be cross-curricular with some discrete input during PSHCE sessions delivered through classroom based PE lessons. In addition to provision within the curriculum, the school supports peer education and encourages sixth form students to become involved in the dissemination of agreed information. Where the services of expert visitors, including local Police Officers, are commissioned to support delivery of drugs education, their qualifications will be checked, they will be shown a copy of this policy and the appropriateness of their instruction will be assessed.

### **At Key Stages 3 & 4 Drugs Education will, in age-appropriate detail:**

- Recognise personal responsibility for decisions about substance use
- Address the basic facts about substances, including their effects and risks and the relevant legislation
- Develop appropriate techniques for coping with situations in which substance use occurs
- Make students aware of myths, misconceptions and stereotypes linked with substance use
- Put particular stress on the phenomenon of binge drinking and its links with anti-social behaviour and smoking
- Discuss the effects of drugs on body functions
- Emphasise the fact that individuals are responsible for the choices they make about drug use
- Analyse the role of the media in influencing attitudes
- Recognise different patterns of use and their effects, eg HIV AIDS transmission and the effects on a foetus of parental drug use
- Make students aware of the negative implications of a personal drug history, for example, with regard to further and higher education, travel, career, etc
- Inform students about the international drugs market and its direct links with drugs trade on the streets or online
- Ensure that students are aware of the danger of drug-assisted crimes, such as drug rape
- Discuss the negative social impact of crimes undertaken to fund addiction

It is recognised that drugs education is a shared responsibility and schools need not be alone in providing effective and relevant drugs education to young people.

Visitors and staff from a range of statutory and voluntary agencies can support and enhance drugs education programmes in schools. However, they should not be used to abdicate the responsibility of the school, and be relied upon solely to deliver drugs education. The use of visitors needs to be part of a planned, coherent and integrated approach. The checklist below will assist the school in developing a partnership approach to drugs education delivery and support for young people.

### **Before involving a visitor it will be useful to consider the following:**

- Consistency with school's ethos, values, drugs policy and approach to drugs education.
- The most appropriate source of information / support - why do you want the agency's involvement?
- What is the visitor expected to do?

- What will teacher/s' contribution to the session be?
- Is it clear to the visitor that the teacher will remain in the classroom?
- What preparation will be necessary, ie classroom layout, size of groups, content of session, A/V equipment etc?
- Has the visitor been checked with the Disclosure and Barring Service (DBS)?
- Have all child protection implications been considered?
- Have confidentiality issues been clarified, avoiding inappropriate disclosures?
- How will the session be followed up?
- How will the external input be evaluated?
- Is parental consent required?

This is not a comprehensive list. Further guidelines can be found in the TACADE publication: making the most of visitors - using outside agencies in school drug education'. The KCC School Drugs Education Advisers and the Kent Healthy Schools programme will be able to provide support and guidance in selecting school visitors.

### Appendices

- Appendix A Code of Conduct
- Appendix B Home-Student-Academy Agreement
- Appendix C Learning at The Ebbsfleet Academy
- Appendix D Reward Ladder
- Appendix E Behaviour Ladder
- Appendix F Searching Pupils and Use of Restraint
- Appendix G Healthy Eating Ideas
- Appendix H Bullying

#### **POLICY REVIEW AND RATIFICATION**

This policy is reviewed annually and ratified by the academy council in September

This review by the Principal & SLT                      September 2020

Summary of amendments to this iteration:                      Page 3 Detention amendments  
    Appendix C  
    Appendix D  
    Appendix E

Ratified by the academy council                      October 2020

Next review & ratification                                      September 2021

## **APPENDIX A – CODE OF CONDUCT**

### **Our Expectations**

#### **Work Hard**

1. Attend the academy every day, punctually and in full academy uniform worn correctly
2. Arrive at lessons punctually and with the appropriate equipment
3. Focus on your studies and work to the best of your ability at all times
4. Complete your homework to the best of your ability and hand it in by the deadline
5. Never give up!

#### **Be Nice**

6. Show kindness and respect towards all members of the academy community and the environment.
7. Report any incidents of bullying to a member of staff
8. Follow any instruction given by an adult first time and without complaint.

#### **Use your common sense**

9. Always act responsibly, sensibly and maturely.
10. Remember that we are all ambassadors for our academy

## **APPENDIX B – THE HOME, STUDENT & ACADEMY AGREEMENT**

This is published on the policies page of the academy website at:

<https://www.theebbsfleetacademy.kent.sch.uk/page/?title=Policies+and+documents&pid=14>

## **APPENDIX C – LEARNING AT THE EBBSFLEET ACADEMY**

### **Preparing for learning**

1. Arrive at every lesson punctually
2. Dress in accordance with the Academy's uniform regulations at all times
3. Bring the correct equipment with you to every lesson. You must have...
  - House badge (given to students on their first day)
  - Your knowledge organiser (given to students on their first day)
  - Your homework book (given to students on their first day)
  - Your Student planner (given to students on their first day)
  - A black pen (and black spare pen)
  - A green pen
  - A highlighter
  - A pencil, a rubber and a pencil sharpener
  - A ruler
  - A pencil case
  - A reading book
  - A scientific calculator
  - A hand sanitiser

(If you are missing any equipment, you may buy a replacement from the school shop)

**At the start of every lesson...**

1. Enter the room calmly and quietly
2. Sit in your usual seating plan position unless directed to do otherwise by the teacher
3. Put your knowledge organiser on the desk and your bag on the floor
4. Begin the starter activity
5. Neatly write the date, title and key words. Underline the date and title

**Throughout the lesson...**

1. Show kindness and respect others in the classroom
2. Focus on your studies and work to the best of your abilities at all times
3. Raise your hand and politely ask for help if you don't understand something
4. Raise your hand and politely let the teacher know if you finish the work early or find it too easy
5. Never give up!

**At the end of the lesson...**

1. Continue with your learning until the teacher asks you to pack away
2. When asked to do so, pick up any rubbish and stand behind your chair
3. Leave the room calmly and quietly when you are dismissed by the teacher

An important note about the presentation of work

All classwork and homework should be presented neatly and tidily. This means that you should...

1. Start every piece of work with the date and title, both of which should be underlined
2. Use neat handwriting and write in black pen
3. Look after your work. Do not allow it to become tatty or dog-eared
4. Take pride in your work. Do not scribble or doodle on it

Neat and tidy presentation of your classwork and homework is important because...

1. It shows that you care about your learning
2. It shows respect for those who will read and assess the work
3. It is an important skill that you need to develop in advance of further education and entering the world of work

**APPENDIX D – ACHIEVEMENT LADDER**  
**The Academy Achievement Ladder**

	Reward	Used in cases of...
	House Point	<ul style="list-style-type: none"> <li>• Showing kindness (Respect)</li> <li>• Excellent Class participation (Confidence)</li> <li>• Excellent Class Work (Resilience)</li> <li>• Excellent Home Learning (Independence)</li> <li>• Completion of Home Prep (Independence)</li> <li>• Representing the academy (Confidence)</li> <li>• Returned the signed Home Academy Agreement (Integrity)</li> <li>• 100% attendance and punctuality for the week (Integrity)</li> <li>• Enrichment Session attended in the week (Integrity)</li> <li>• Inter-House Competition (Confidence)</li> <li>• Resilience (Resilience)</li> <li>• Completion of Absence Work (Independence)</li> <li>• Showing Creativity (Confidence)</li> <li>• Connecting learning (Confidence)</li> <li>• Collaborating (Respect)</li> <li>• Curiosity (Confidence)</li> <li>• Reflecting (Integrity)</li> <li>• Showing House Values (Integrity)</li> <li>• Showing independence (Independence)</li> <li>• Showing confidence (Independence)</li> <li>• Showing integrity (Integrity)</li> <li>• Intervention</li> <li>• Excellent participation in lesson</li> <li>• Exceptional classwork</li> <li>• Exceptional homework</li> <li>• Displaying an Academy Value</li> <li>• 100% attendance and punctuality for the week</li> </ul>
	Phone call home	Any reason deemed to be appropriate by your subject teacher, Tutor or Head of House
	Postcard home	Any reason deemed to be appropriate by your subject teacher, Tutor or Head of House
	Principal’s Commendation (and letter home)	Following a referral to the Principal by any member of staff
	Invitation to join the Leadership Team for breakfast before school ('LT Breakfast')	Students nominated by Heads of House
	Certificate at the half-termly Achievement Assembly	Being in the Top 10 of the House Points league
	100% badge	100% attendance for the half term. Awarded half termly by the Head of House at assemblies
	Key to Success Badges	Awarded every end of term based on conduct points Key 1 – 50 Key 2 – 150 Key 3 – 300 Key 4 – 500 Bronze – 800 Silver – 900 Gold - 1000
	Award at the annual Academy Awards Evening	<ul style="list-style-type: none"> <li>• Gaining enough House Points for achievement awards</li> <li>• Chosen by a subject teacher for a Subject Excellence Award or Subject Achievement Award</li> <li>• Chosen by your Head of House for a Special Recognition Award.</li> </ul>

**The Academy Behaviour Ladder**

	<b>Sanction</b>	<b>Used in cases of...</b>
	Verbal reprimand	<ul style="list-style-type: none"> <li>• A single instance of low-level silly behaviour</li> <li>• Uniform worn incorrectly (1<sup>st</sup> time)</li> </ul>
	Behaviour Point	<ul style="list-style-type: none"> <li>• Bringing the academy into disrepute</li> <li>• Chewing (integrity)</li> <li>• Fighting/Physical assault/ Dangerous, violent or threatening behaviour</li> <li>• Lack of equipment</li> <li>• Lack of respect (including answering back)</li> <li>• Late to lessons</li> <li>• Late to school</li> <li>• On-call summoned</li> <li>• Refusing to follow routines</li> <li>• Truancy (Integrity)</li> <li>• Use of inappropriate language</li> <li>• Uniform infringement</li> <li>• Unkindness (Confidence)</li> <li>• Smoking/ possession of smoking items</li> <li>• Bullying/ Discriminatory behaviour</li> <li>• Serious breach of behaviour policy</li> <li>• Not completing home learning</li> </ul>
	Community Service	<ul style="list-style-type: none"> <li>• Dropping litter</li> <li>• Not clearing your table in the canteen</li> <li>• Any student damage to school property</li> </ul>
	Phone call home	<ul style="list-style-type: none"> <li>• Any reason deemed to be appropriate by your subject teacher, Tutor, Pastoral Team or Head of House</li> </ul>
	Head of House Detention	<ul style="list-style-type: none"> <li>• For accruing five or more behaviour points. 40 minute detention sat from 2.50 – 3.30pm daily</li> </ul>
	Academy Detention	<ul style="list-style-type: none"> <li>• On Call summoned</li> <li>• Serious breach of behaviour policy</li> <li>• Failure to attend Head of House detention</li> <li>• Referral by the Leadership Team for serious breach of behaviour policy</li> <li>• Truancy (Integrity)</li> <li>• Bullying/Discriminatory behaviour</li> <li>• Smoking/ possession of smoking items</li> <li>• Fighting/Physical assault/ Dangerous, violent or threatening behaviour</li> <li>• 60 minute detention can be sat from 2:50 – 3:50pm daily</li> </ul>
	Isolation	<ul style="list-style-type: none"> <li>• A single instance of extreme misconduct, as determined by the Principal</li> <li>• Uniform infringement</li> </ul>
	Fixed Term Exclusion	<ul style="list-style-type: none"> <li>• A single instance of extreme misconduct, as determined by the Principal</li> <li>• A failure to improve conduct following previous Fixed Term Exclusions.</li> </ul>
	Permanent Exclusion	<ul style="list-style-type: none"> <li>• A single instance of extreme misconduct, as determined by the Principal</li> <li>• A failure to improve conduct following previous Fixed Term Exclusions.</li> </ul>

## **APPENDIX F – SEARCHING PUPILS AND USE OF RESTRAINT**

### **Searching pupils**

The school complies with the DFE guidance on Searching, screening and confiscation at school – January 2018.

Academy staff can search pupils with their consent for any item. Refusal to submit to a search will result in disciplinary sanctions being applied.

The Principal, and the Leadership Team (with delegated authority from the Principal), have the power to search pupils or their possessions, without consent, where they suspect the pupil has a “prohibited item”.

A student may be searched by a member of the school staff with consent. Headteachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Prohibited items are:

- Knives or 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 pupil).

Headteachers and authorised staff can also search for any item banned by the school rules. Banned items include:

- Mobile phones when switched on
- Electronic games
- Smart watches
- Laser pens

Schools are not required to inform parents before a search takes place or to seek their consent to search their child. There is no legal requirement to make or keep a record of a search.

### **Confiscation**

School staff can seize any prohibited item found as a result of a search. They can also seize any item, they consider harmful or detrimental to school discipline. The school will confiscate all banned items. A parent will be required to visit reception to collect banned items.

### **Use of reasonable force**

All members of school staff have the legal power to use reasonable force. Staff may use such force as is reasonable, by which we mean using no more force than is needed to prevent a student from committing a criminal offence, injuring themselves or others, causing damage to property or causing disorder. The school complies with DFE guidance ‘Use of reasonable force in schools’ July 2013.

All Academy staff have the power to use reasonable force to ...

1. prevent pupils committing an offence
2. prevent pupils injuring themselves or others
3. prevent pupils damaging property
4. maintain good order and discipline in the classroom

For example, reasonable force could be used to...

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

The Principal, and the Leadership Team (with delegated authority from the Principal), can use such force as is reasonable when searching a pupil without consent for prohibited items except where the search is for an item banned by the academy rules.

## **APPENDIX G: HEALTHY EATING – Packing a Healthy Lunch Box**

The academy encourages a healthy diet and staying hydrated. We believe this helps students to learn. Students at the academy are encouraged to carry a bottle of water. This can be consumed in lessons with the permission of the teacher. Fizzy drinks are not permitted on site. At break time, students are allowed to eat healthy, breakfast style snacks. The academy encourages parents to pack healthy lunch boxes. Below is advice on packing a healthy lunch box. More information can be found at [www.nhs.uk/livewell/childhealth6-15/pages/lighterlunchboxes.aspx](http://www.nhs.uk/livewell/childhealth6-15/pages/lighterlunchboxes.aspx)

### **Preparing your child's lunchbox**

A balanced packed lunch should contain:

Starchy foods – these are bread, rice, potatoes, pasta, and others

Protein foods – including meat, fish, eggs, beans, and others

A dairy item – this could be cheese or a yoghurt

Vegetables or salad, and a portion of fruit

Starchy foods are a good source of energy, and should make up a third of the lunchbox. But don't let things get boring. Instead of sandwiches, give kids bagels, pitta bread, wraps and baguettes. Use brown, wholemeal or seeded bread, not white bread.

### **Low-fat snacks for children**

Chop up raw veggies such as carrots or peppers, and give them hummus or cottage cheese to dip the veggies in.

Breadsticks and wholemeal crackers are great finger foods that can be spread with low-fat soft cheese, or eaten with reduced-fat cheddar and pickles.

Replace chocolate bars and cakes with fresh fruit or dried fruit. Vary the fruit each day and get them to try new things, such as kiwi or melon.

Any combination of the following, in a small pot or bag: raisins, sultanas, pumpkin/sunflower seeds, ready to eat dried apricots, dates or prunes.

Whole fruits - satsuma, apple, banana, pear, peach, plum, grapes, strawberries (whatever is in season)

Fruit salad pot - any combination of prepared fruit: strawberries, orange, melon, mango, pineapple, kiwi etc.

Homemade fruit puree, smoothie or apple sauce (you can add strawberry, peach, etc)

Fruit jelly made with fruit pieces and pure fruit juice.

Tinned fruit pot (useful in the winter if you can't find ripe fresh fruit) - mandarins, pineapple, peaches, fruit salad, pears.

Salad pot - any combination of prepared raw vegetables: cucumber, lettuce, pepper, celery, cherry tomatoes, carrot sticks, mangetout, slices of avocado sprinkled with a little lemon juice etc. or coleslaw

More healthy lunch box ideas can be found at <http://www.nhs.uk/Change4Life/Pages/healthy-lunchbox-picnic.aspx>

## **APPENDIX H: BULLYING**

Possible signs of bullying:

- Being frightened of walking to or from the academy
- Not wanting to go on the public bus
- Changing their usual routine to school
- Being unwilling to go to class
- Becoming anxious and withdrawn
- Attempted or threatened suicide
- Crying themselves to sleep at night/nightmares
- Feeling ill in the mornings
- Truancing
- Beginning to do poorly in their work
- Coming home with clothes/books torn
- Having possessions 'go missing'
- Asking for money or stealing money
- Unexplained cuts/bruises
- Coming home hungry (money/lunch has been stolen)
- Becoming withdrawn, lacking in confidence
- Becoming aggressive and unreasonable
- Bullying other children or siblings
- Giving improbable excuses for any of the above

Advice for countering bullying:

Parents can help to counter bullying by:

- Treating their child's anxieties seriously
- contacting the academy as soon as any bullying is suspected
- teaching their children traditional values of honesty, tolerance and what is right and wrong

Students can help counter bullying by:

- Reporting incidents of bullying
- Supporting the bullied person
- Not joining in

The academy helps to counter bullying by:

- Discussing bullying in Tutor Time, assemblies and PSHE periods
- Providing a mentoring scheme for younger students
- Ensuring that students are clear that bullying will not be tolerated and that they should report any incidents of bullying to a member of staff
- Resolving bullying incidents effectively if they arise