

# Behaviour Policy

Local Arrangements

*Ellesmere Park High School*

2025/26

EXCELLENCE AND EQUITY WITH INTEGRITY

Date of Approval:	
Approved by:	
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Consilium  
Academies

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## Introduction

As part of Consilium Academies, Ellesmere Park High School follows the Trust's overarching behaviour policy, which is in line with the Department for Education (DfE) guidelines on behaviour in schools.

These local arrangements provide further clarity on how the school will implement the Trust-wide policy, outlining the school's core values, behavioural expectations, praise systems, responses to poor behaviour, and strategies to address contributing factors such as Special Educational Needs and Disabilities (SEND).

The overall aim of the behaviour policy is to promote excellent behaviour and create the positive atmosphere in and out of the classroom. We aim to raise achievement by improving the behaviour and attitude of those students who do not always behave acceptably, and reward those who do.

The school regularly seeks the views of the major stakeholders in relation to student behaviour and the school's behaviour strategy. The school recognises that a behaviour policy should evolve, and we should be proactive in our reviews and use of behaviour strategy. This requires school staff, students and parents to understand a clear set of rules, rewards and sanctions.

Within the School, there exists a pleasant, welcoming environment. In such an atmosphere, students are able to develop to their true potential. Work in the classrooms is well organised and purposeful. Opportunities for after-school activities are plentiful and there are many opportunities for students to make a positive contribution to school life as well as in the community. The school strives for an atmosphere where students can enjoy and achieve their full potential in a safe and healthy environment.

### **Academy Culture and values**

At Consilium Academies, we are fully committed to maintaining the highest standards of behaviour across all our schools. We are resolute in ensuring that no student's learning is ever hindered by the behaviour of others.

We strive for every student, regardless of their background, to become courageous, curious, and independent thinkers. Through an academically rigorous curriculum that balances a broad range of knowledge and skills with deeper understanding, we provide a rich educational experience that helps students grow, explore new interests, and develop their character. Ultimately, we aim to help them discover their unique potential and "find their remarkable." Every student deserves the right to study in an environment that is calm, focused, and productive.

When students do not meet these expectations, we believe in applying both sanctions and support. Sanctions are an important way for students to understand when their behaviour has fallen short, and with our guidance, they can use these moments to make better decisions in the future.

At Ellesmere Park High school our school values (Vibrant, Inclusive and Proud) underpin all we do. Our school ethos is:

- To help students be vibrant, inclusive and proud.
- To help Students develop academically, socially and personally to fulfil their potential.
- To establish an attitude of responsibility in all students towards themselves, their peers, their teachers, and their surroundings.
- To help students to understand the world in which they live and so to have a respect for other races, religions and ways of life.
- To understand and embrace diversity.
- To help students acquire knowledge and skills, this will prepare them for adult life and economic well-being.
- To build up a school ethos based upon mutual respect between teachers and students and amongst the students themselves.

## Classroom expectations

The Ellesmere Park High School Behaviour Policy will be underpinned by an expectation that all our students are fully engaged and take an active role in their learning every lesson. During every lesson, students will be expected follow the **L.E.A.R.N** classroom expectations:



## L.E.A.R.N Explained

1. If a student fails to meet any of the **L.E.A.R.N** expectations, they will initially receive a verbal warning from their teacher.
2. If a student then continues to not meet any of the **L.E.A.R.N** expectations, the student will receive a **C2**. A **C2** comes with **negative 2 points** on class charts.
3. If the student continues to disrupt the learning of others, they will receive a **C4 (classroom removal)**. The student will be **placed in Reflection** for the remainder of the lesson. A **C4** comes with **negative 4 points** on class charts.
4. **At the end of the school day any student who received a C4 (classroom removal) during that day MUST see their teacher for a restorative conversation. The restorative conversation can last up to 20 minutes, no longer.** The restorative conversation is an opportunity to resolve any issues and support the student to understand what they can do next time to avoid receiving a C4.
5. If a student receives two C4's during a day they will be placed in Reflection for a minimum of 3 lessons.

**\*E** – If a student is **3 minutes late to a lesson**, they receive a C2. If a student is **4 minutes late to a lesson**, they are issued with a C4 E but will stay in the lesson.

**Any student who is late 4 or more times in a single week (to school and/or lessons combined), will automatically be placed in a 1-hour detention on Friday.**

## Around the academy expectations

Expectations are outlined below:

1. Be polite and show respect for other people.
2. Follow staff instructions – first time, every time.
3. Always wear the school uniform correctly. If a shirt is not tucked in the student will be asked to correct this. Blazers should always be worn unless directed by staff. Outside coats must be removed inside the building, other than in the canteen/auditorium areas

4. All litter and rubbish must be put in the bins provided.
5. Eat and drink in the right place at the right time. All food must only be eaten in designated areas such as the Canteen or outside on the picnic tables. No food must be eaten on corridor.
6. Walk around the site sensibly & quietly and keep to the left. Running on the corridor/stairwells is dangerous and must not happen.
7. Arrive for lessons on time, truancy will not be tolerated.

## Uniform

Our expectation is that ALL students arrive to school each day in full uniform and are fully equipped. Is it the responsibility of parents/carers to ensure that their child/children do arrive in full uniform and are fully equipped.

All students are expected to

- Plain black tailored school trousers
- Plain black pleated school skirt, must be at least knee length
- Plain black opaque tights (40 denier +) must be worn with a school skirt
- White collared shirt. Shirts must be always tucked in
- Ellesmere Park blazer with logo. Blazers must be always worn moving around the building
- School tie
- Plain black leather school shoes

### Optional item

- Ellesmere Park plain black V-neck jumper. The jumper must have the school logo on it.

**\*Our uniform policy can be found on our school website. The policy provides greater detail as well as picture examples.**

### Students arriving in incorrect uniform

Students who fail to follow our uniform expectations will be provided with our spare uniform (if available). Refusing to change will result in students not being in mainstream lessons until they are in correct uniform.

## Punctuality and lateness

### Punctuality to School

All students are expected to arrive to school on time and lined up in their form group in their designated area by **8:40am latest**. Any student arriving after this time will be marked as late and will receive a **same day detention of 20 minutes**.

### Punctuality to Lesson

Students are expected to arrive to all their lessons on time throughout the day to maximise learning time.

Late to lesson will be signified by a bell after the lessons have started. Any student arriving to a lesson late will receive a **same day detention of 20 minutes**.

#### What are the benefits of being on time?

- It gets your day off to a good start and puts you in a positive frame of mind, so that you can make the most of your learning opportunities.
- Form time is very important. Lots of information about the school day is given out first thing in a morning and you may miss key information if you are late.
- It sets positive patterns for the future. You can't expect to keep a job if you're always coming in late.
- It leads to better achievement because you attend for the entirety of each lesson.
- It helps you develop a sense of responsibility for yourself and towards others and is a sign of good character.
- It is respectful to your teacher and to your peers and builds good habits for later in life when your employer pays you to be on time.

## CCTV

Ellesmere Park High School may use CCTV for the purpose of maintaining discipline and managing behaviour and safety.

### Mobile phones and electronic devices

Mobile phones must be switched off and kept out of sight during the school day. Students are not permitted to use their mobile phone on school site during the school day.

If a student's phone is SEEN or HEARD during the school the phone will be confiscated. The phone can be collected at 16:00 from the main school reception.

On the **second occasion** a student has their phone confiscated, the phone will not be returned, and their parent/carer must come into school to collect between 15:45-16:15.

If a student refuses to hand their phone over to a member of staff, the student will be internally excluded and could face a suspension.

### Food and Drink

Food must only be consumed in the canteen areas during break and lunch time.

We encourage students to stay hydrated during the school drinking by drinking water. Energy drinks, fizzy drinks are not permitted at Ellesmere Park High school

### Vandalism and damage to property

We expect all students to respect all the facilities we have at Ellesmere Park High School. Failure to comply with this may result in a charge to parents/carers.

### Bullying and anti-social behaviour

We will always deal with incidents of anti-social behaviour and bullying swiftly. Anti-social behaviour and bullying may include verbal, physical, sexual or online bullying.

- **Verbal:** Name-calling, mimicry, teasing, insulting, spreading rumours, swearing, verbal abuse, victimisation following reports of bullying by victim or bystanders (retribution).
- **Physical:** Any unwanted or inappropriate touching, physical intimidation, hitting, pushing, kicking, pinching, poking, damaging or taking of belongings, deliberate pushing and shoving, threats of violence and extortion.
- **Emotional:** Damage to reputation, rumour spreading, deliberate exclusion from groups, torment, mimicry, ridicule, isolation, refusal to work with another student, threats, revealing personal information, inciting or coercing others.
- **Online:** Using social networking sites, (e.g. Facebook, Twitter, Instagram, Snapchat, YouTube, Pinterest, WhatsApp, LinkedIn, Tumblr, Reddit, TikTok etc.) web-based games consoles, mobile phones, MMS or other messaging mediums to verbally or emotionally harm or embarrass another.

Appropriate staff will deal with all incidents in a swift and robust manner. We will regularly promote students speaking out and create a culture where students are encouraged to talk to a member of staff if they are concerned or worried about such incidents.

We promote and instil the fundamental British values of democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs in all its forms through our curriculum. We make use of our curriculum and assemblies to reiterate clear anti-bullying messages. Direct sanctions can range from a formal warning to detentions or exclusions. Suspension and restorative approaches are used to serve as a clear message that we will not tolerate any form of bullying.

As appropriate, we will encourage students to:

- tell an adult whenever they have concerns
- walk confidently away from confrontation
- surround themselves with supportive friends
- be vigilant, keep watch and be supportive of one another
- report any incidents of bullying
- delete or block any unwanted messages or friends who leave inappropriate comments on social media
- never respond to harassing or rude texts, emails, blogs
- use privacy settings properly.

### **Behaviour beyond the school gate**

Students within Ellesmere Park High School are expected to represent our values and uphold the high standards of behaviour both on their way to and from school, and while wearing our school uniform. We believe that our expectations extend beyond the school gates, and we expect students to conduct themselves with the same respect and responsibility in the wider community as they do within the school.

If a student's behaviour falls short of these expectations, the same behaviour procedures outlined in our policy may be followed.

### **Weapons and banned items**

Ellesmere Park High School has determined that, in addition to legislative guidance, any knife (irrespective of length) constitutes an offensive weapon and should not be brought into the academy. In addition to knives, axes, BB guns, air guns, catapults, slings, will also be deemed to be offensive weapons. Other types of offensive weapons will include lengths of pipe, bats, other blunt instruments, or items judged to be carried with the intention to inflict injury on another individual, for instance blades removed from pencil sharpeners.

### **Screening, searching and confiscation**

Any item brought into the academy with the intention of the item being sold or passed on to other students which in the academy staff's opinion will cause disruption to the academy or be detrimental to academy practice.

Food and drink brought into the academy must be for the consumption of one student only e.g. multiple bottles of drink or packets of crisps are not permitted. Energy drinks are not permitted in the academy, and they will be confiscated if seen. These will be put in the bin and not returned.

Academy staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to learning. Any confiscated food or drink will not be returned to the students and will be destroyed or asked to be collected by parents.

Items confiscated by the academy such as jewellery and mobile phones will be securely locked away in the safe and can be collected by students at the end of the day in the first instance except where the academy has chosen to dispose of the confiscated items for example, cigarettes, vapes, alcohol or lighters. If at the end of the academic year items have not been reclaimed, the academy reserves the right to destroy the item.

Where the academy finds controlled drugs, these will be delivered to the police as soon as possible but may be disposed of if the principal believes there is a good reason to do so.

Where a member of staff finds tobacco, cigarette papers, vapes or alcohol they will dispose of them.

School staff can search students with their consent for any item which is banned by the school rules. The Principal, without consent, has a statutory power to search students or their possessions where he suspects the student has certain prohibited

items. These are knives, weapons, alcohol, illegal drugs and stolen items. The Principal can delegate this power to Senior Pastoral staff where necessary.

### Modified timetables

In exceptional cases, where it is in the best interest of a student, a temporary build up timetable may be implemented to address their specific needs. This might be necessary, for instance, if a medical condition prevents a student from attending full-time education, and a part-time timetable is part of their reintegration plan.

Any modified timetable will be reviewed every two weeks or in line with any reintegration package to ensure it remains appropriate. The aim is for these arrangements to be in place only for the shortest time possible, and they should not be considered a long-term solution.

### Responding to poor behaviour

Classroom expectations are highlighted on page 4. Outside of the classroom we expect all students to act and always behave responsibly.

If we feel a student is not meeting our expectations, they may be placed in reflection for a period. The purpose of reflection is to allow students to reflect on their behaviours, identify strategies to repair any harm done and for the students to adopt the right mind-set in preparation for their return to learning.

If we feel a student displays behaviours that we deem more severe, we may issue a suspension. A suspension is when a student is not allowed access to the school for a period of time. Before returning to school the student and parent/carer must attend a reintegration meeting. The reintegration will usually be led by the Pastoral Vice Principal.

### Reasonable adjustments and SEND

At Ellesmere Park High School, we recognise that some students with Special Educational Needs and Disabilities (SEND) may face unique challenges that can impact their behaviour.

In line with our commitment to inclusivity and equality, we are dedicated to making reasonable adjustments to support these students in managing their behaviour effectively. This may include tailored strategies, additional support, or modifications to the environment that help students overcome barriers and engage more positively with the school community.

We work closely with SEND teams, parents, and external professionals to ensure that adjustments are appropriate and that every student is given the opportunity to succeed and thrive within the school setting.

### Academy contacts for behaviour

<b>Principal</b>	<i>Mr I Ross</i>	<b>School Contact details</b> <a href="mailto:ephsgeneral@consilium-at.com">ephsgeneral@consilium-at.com</a> 01615076420
<b>Senior leader responsible for behaviour</b>	<i>Mr V Nallamilli</i>	
<b>Designated Safeguarding Lead</b>	<i>Mr M Bird</i> <i>Mrs S Calderwood</i>	
<b>SENDCo</b>	<i>Mrs K Barton</i>	
<b>Designated Mental Health Lead</b>	<i>Mrs S Calderwood (Lead)</i> <i>Mrs K Barton</i>	

## Annex A: Use of Reasonable Force

### INTRODUCTION

*All members of school staff have a legal power to use reasonable force (Section 93, Education and Inspections Act 2006). This power applies to any member of staff at the school.*

*Force is usually used to either control or restrain. 'Reasonable in the circumstances' means using no more force than is needed. Control means either passive physical contact, such as standing between students or blocking a student's path, or active physical contact such as leading a student by the arm out of a classroom. Restraint means to hold back physically or to bring a student under control, for example, when two students are fighting. Staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the student. (DfE 'Use of reasonable force' guidance, July 2013).*

### THE USE OF RESTRAINT

In Consilium Academies, the use of force to restrain Students should only be undertaken as a last resort when a student has lost control and is in danger of hurting themselves or another person. In such a situation, members of staff may need to use non-violent physical intervention. Before intervening physically, a member of staff should, wherever possible:

- tell the student to stop what they are doing
- explain what will happen if he or she does not
- continue to communicate with the student throughout
- not give the impression that they have lost their temper
- make it clear that physical contact will stop as soon as it ceases to be necessary.

There are times when a member of staff should not intervene in an incident without help, unless it is an emergency. Such times may be when the incident involves a group of Students or when the adult considers he or she may be at risk of injury. In those circumstances the member of staff should move away other students who may be at risk and summon assistance from a colleague. Until assistance arrives, the member of staff should continue to attempt to calm the situation orally.

### WHERE RESTRAINT IS NECESSARY

Staff should always try to deal with a situation through other strategies before using restraint. In all situations, **restraint should only be used when other methods have failed and only where there is a significant risk of injury to the student, other students or anyone else.** Also, it should be undertaken as an act of care and control, not as a punishment.

Where restraint is considered necessary, physical intervention may include a member of staff:

- Interposing themselves between students
- Blocking a student's path
- Holding
- Pulling
- Pushing
- Leading a student by the arm or hand
- Shepherding a student away by placing a hand in the center of the back.

In exceptional circumstances, where there is a real risk of injury, a member of staff may need to take any necessary action that is consistent with the concept of 'reasonable force'. Such circumstances may include the need to prevent a student running onto a busy road, or to prevent a student hitting someone or throwing something.

Staff should not act in a way that might reasonably be expected to cause serious injury, for example by:

- Slapping, punching or kicking a student
- Holding a student around the neck or in any other way that might restrict the student's ability to breathe
- Tripping up a student
- Holding a student by the hair or ear
- Holding a student face down on the ground.

Members of staff should also avoid touching or holding a student in a way that might be considered indecent. Any use of reasonable force acknowledges the legal duty to make reasonable adjustments for students with disabilities and students with special education needs.

### **RECORDING AN INCIDENT INVOLVING RESTRAINT**

1. There must be a detailed written report on any occasion where restraint is used. It may help prevent any misunderstanding or misrepresentation of the incident and it will be helpful if there is a complaint. The school will keep a record of all such incidents.

2. Immediately following any such incident, the member of staff concerned should inform the Principal or a member of the Leadership Team. This should be followed as soon as possible by a written statement. This statement should include:

- The name(s) of the student(s) involved and when and where the incident took place
- the names of any other member of staff or students who witnessed the incident
- The reason that restraint was necessary (for example, to prevent injury to the student, another student or a member of staff)
- How the incident began and progressed, including details of the student's behaviour, what was said by those involved, the steps taken to calm the situation, the degree of force used, how that was applied and for how long
- The student's response and the outcome of the incident
- Details of any injury suffered by the student, another student, or a member of staff and of any damage to property.

The members of staff may wish to seek advice from a member of the Leadership Team when compiling this report. They should also keep a copy of the report.

3. The Principal, or Vice Principal, will inform the parent(s) or carer/s of the student(s) involved by the end of the day where possible, either orally or in writing. They may be invited to the school to discuss the incident.