

BEHAVIOUR POLICY 2026–2027

Ely College

Version Number:	6
Applicable To:	Ely College
Committee:	Academy Council
Approved By:	Academy Council – July 2026
Review Cycle:	Annual
Next Review:	July 2027

This policy is a statutory requirement for all Meridian Trust maintained schools and academies, in compliance with the Education Act 2002 (s.89), the Education and Inspections Act 2006 and the School and Academy Trust Handbook. It is informed by the following DfE guidance:

- Behaviour in Schools: Advice for Headteachers and School Staff (February 2024)
- Suspension and Permanent Exclusion from Maintained Schools, Academies and Pupil Referral Units in England (July 2026)
- Keeping Children Safe in Education (September 2025)
- Creating a Culture: How School Leaders Can Optimise Behaviour (April 2024 Audit and Review update)
- Preventing and Tackling Bullying: Advice for Headteachers and School Staff (July 2017, reviewed 2023)
- Working Together to Improve School Attendance (August 2024)

1. Statement of Principle

Our Behaviour Policy ensures all students are Known, Valued and Supported. We build respectful relationships that help students develop their behaviours in line with college expectations, prioritising a rewards-focused approach that prepares students for future success.

We create a caring learning environment by:

- Promoting learning through effective behaviour management
- Giving praise and recognition for valued behaviours
- Ensuring all responses to behaviour are fair, consistent and proportionate
- Addressing disruptive or dangerous behaviour quickly and effectively
- Encouraging a therapeutic approach and early intervention
- Promoting positive relationships across all stakeholders

This is underpinned by our House System, which creates a strong community identity within the Academy, and by our five College Values: **Care, Character, Integrity, Responsibility and Service.**

2. Aims of the Policy

- Replace detrimental behaviour with valued behaviour through sustained pro-social experiences
- Treat all learners and staff fairly and equitably, with positive relationships at the heart of all we do
- Address dangerous or detrimental behaviour therapeutically, helping students prepare for lifelong learning

- Help learners take responsibility and demonstrate willingness to put things right
- Build a school community rooted in our values of Care, Character, Integrity, Responsibility and Service
- Provide a safe environment free from disruption, violence and any form of harassment

3. Expectations, Roles & Responsibilities

3.1 Academy Councillors

- Establish and review principles for promoting valued behaviour, in consultation with the Principal, staff and parents
- Ensure no differential application of this policy on any grounds, including those linked to protected characteristics
- Support the college in maintaining high standards and update the policy as needed

3.2 The Principal

- Responsible for the implementation and day-to-day management of this policy, working with the Senior Leadership Team
- Ensures the policy is applied consistently and fairly across the college
- Creates a high-quality, safe learning environment and implements agreed procedures coherently

3.3 All Staff

- Are calm, clear and consistent, using positive language that reinforces the College Values and Ely Expects
- Model the attendance, punctuality and valued behaviour expected from students
- Advocate for learners and de-escalate situations wherever possible
- Maintain up-to-date seating plans and ensure high levels of student accountability
- Plan and deliver lessons in line with The Ely Expects Framework
- Reward good work and effort through our House Point system (staff target: 3 HP per lesson)
- Accurately record redirection events and incidents on Bromcom
- Challenge unexplained absence and detrimental behaviour promptly

3.4 Middle Leaders

- Be a visible presence in departmental areas to maintain a calm, safe and vibrant learning environment
- Monitor redirection events and lesson removals to identify patterns and target support
- Support staff with restoration meetings and student conversations
- Celebrate staff and learners who meet and exceed Ely Expects expectations
- Use achievement and behaviour data to target and assess interventions

3.5 Senior Leaders

- Meet and greet learners at the start of the day and be visible at break, lunch and transition times
- Celebrate staff, leaders and learners whose efforts go above and beyond expectations
- Support others in managing learners with complex behaviour or learning needs
- Use data to intervene at whole-school level and refine policy and practice

3.6 Students – Our College Values

Students represent our ethos through five College Values and through The Ely PLEDGES Framework: Participation, Leadership, Excellence, Diversity, Giving, Environment & Service. The values below describe who we are and how we act every day at Ely College.

CARE	CHARACTER	INTEGRITY	RESPONSIBILITY	SERVICE
We look after one another. Students show care through acts of kindness, supporting peers and contributing positively to the college community.	We build resilience and integrity daily. Students demonstrate character by giving their best effort in and out of the classroom.	We are honest and do what is right. Students act with integrity by taking ownership of their actions and being truthful with staff and peers.	We take ownership of our choices. Students show responsibility through punctuality, readiness to learn and completion of homework.	We contribute to our community. Students demonstrate service through House activities, PLEDGES participation and wider college life.

In practice, these values mean:

Value	What this looks like in college	Practical expectation
Care	Supporting a classmate, contributing to House events, looking after the environment	Use respectful language; move calmly around the building; look after college property
Character	Persisting with challenging work, representing the college proudly, trying new things	Listen actively; focus on tasks; present high-quality, well-presented work
Integrity	Being honest when things go wrong, doing the right thing when no-one is watching	Follow the seating plan; follow instructions first time; do not distract others
Responsibility	Arriving on time, coming prepared, completing homework, owning mistakes	95%+ attendance; arrive on time; carry full equipment; submit homework via Teams/Bromcom
Service	House competitions, PLEDGES activities, helping in the community, mentoring younger students	Wear full uniform smartly; participate in House and wider college activities

3.7 Parents & Carers

The home/school partnership ([Appendix 1](#)) agreement asks parents and carers to:

- Ensure their child arrives on time, attends regularly and meets uniform expectations
- Support the college in addressing detrimental behaviour and preventing repetition
- Monitor their child's work, behaviour and progress via the MCAS App and at parent evenings
- Ensure their child is ready to learn with the right equipment
- Celebrate their child's success and share this with the school

Parents and students are both expected to sign the home school agreement in September within each academic year. This is logged and recorded by houses. It is re-signed as part of readmission process for fixed term suspensions.

4. Recognising & Rewarding Valued Behaviour

Valued behaviours are those that create helpful feelings in self and others. Where these are demonstrated, staff should:

- Give verbal praise
- Provide written comments on work
- Send telephone calls, e-postcards or letters home to parents

- Award PLEDGES and/or House Points

4.1 House Points & Half-Termly Tuck Shop

House Points are the primary reward currency at Ely College. Students accumulate points across all lessons, tutor time and wider school activities.

- Students reaching 50, 150, 250 and 500 House Points receive a certificate each term
- House Point totals contribute to the half-termly House Super League standings
- Termly Event for recognition of house point achievement; examples include but are not limited to Free Hot Chocolate (Charities day), Ice Cream (Sports Day), Cinema experience day.

4.2 Celebrations & Further Recognition

Reward	When Awarded	Further Detail
House Point	Excellent work, effort, homework, contribution to college life or demonstration of College Values <u>Staff should aware 3 points a lesson</u>	Certificates at 50, 150, 250 and 500 points. Termly Threshold awards.
Subject Award	3 awards per subject per year group per term: Academic Achievement, Academic Progress, Effort	Certificates at end-of-term House assemblies
House Awards (Termly)	Tutee of the Term, Contribution to House, Student of the Term, Tutor Group of the Term, Highest House Points	Certificates at end-of-term House assemblies
PLEDGES Award	Extra-curricular and community participation – Bronze, Silver, Gold and Platinum levels	Personalised email from Head of Activity. Platinum: Trust nomination for award
House / Principal Commendation	Outstanding or significantly improved Attitude to Learning or Progress indicator (following academic report)	Personalised letter from AP (House) or Principal (following two House Commendations)
Presentation Evening Prize	Contribution to House, subject excellence, sports, outstanding contribution	Annual ceremony at Ely Cathedral

4.3 PLEDGES Award Levels

Level	Criteria	Recognition
Bronze	Active participation all elements of the Bronze aware Criteria – this is bench marked against in school contributions	Certificate at House assembly
Silver	Sustained contribution across PLEDGES areas, including a leadership role & more independent activities external to the college	Certificate and personalised email from Head of PLEDGES
Gold	Exceptional contribution across areas; evidence of impact on others or the community	Certificate, email and “Gold Award lunch with principal”
Platinum	Outstanding, sustained contribution across all PLEDGES areas over multiple years; role model to peers; significant community impact	Formal recognition at Presentation Evening and nomination for Meridian Trust award

5. Supporting All Learners

Detrimental behaviour creates unhelpful feelings and causes harm to individuals, the community or the environment. Where it occurs, staff should advocate for learners and de-escalate before applying any sanction. Strategies include:

- Active Listening – acknowledge the student’s feelings and communicate openly
- Deflection Techniques – “I understand... but...” / “That may be true... however...”
- Offer Positive Choices – give students options to direct them towards valued behaviour

5.1 Intervention & Support

The college recognises that behaviour can result from trauma or other factors requiring additional support. A wide range of interventions is available through the House System, curriculum areas and Inclusion Teams:

- Attendance & Family Support Officer, locality support or mentoring
- Tutor, House or SLT reports Appendix 2 shows weekly thresholds
- Personalised timetable or curriculum changes
- Targeted work placements (up to 2 days per week – year 10-11)
- Internal Suspension with structured reflection activities and input from the Learning Mentor
- Early Help Assessment, MHST referrals
- Liaison with LA Education Inclusion Officer
- Pastoral Support Plan (PSP)

External support may include CAMHS, CIAG, Police, Social Services, Pupil Referral Service, Counselling Services and GPs.

6. Classroom Management & Sanctions

6.1 Classroom Management – Three-Step Approach

All classroom behaviour is managed through a clear, escalating three-step approach before a removal is considered.

Step	Action	Detail
Step 1	Verbal Warning	Clear, calm verbal warning identifying the behaviour and the required correction. Linked to supporting learners 5.1 sections.
Step 2	Redirection (This should not simply identify behaviour)	A redirection event is logged on Bromcom. Redirection strategies: change of seat, brief movement time, change of task, restructuring mini goals, TA input or 1:1 support.
Step 3	Remove from Class	Student removed to the behaviour room. Lunch detention issued by House (same day if periods 1–4; next day if period 5).
SLT Removal	SLT Removal	If a student refuses to leave or presents dangerous behaviour, press the SUPPORT icon on Bromcom. On-call staff remove the student. <i>An After College Detention (ACD) is issued automatically (Same day)</i>

6.2 Non-Negotiables: Break Detentions (15 minutes)

The following behaviours result in an immediate 15-minute break detention:

- Lateness to school or lesson
- Visible mobile phone (Confiscation – to behaviour team collection from reception 3-4pm)
This will be updated in November 2026 upon the commencement of phone pouches
- Incorrect or incorrectly worn uniform
- Chewing gum – managed by staff on a see-it, bin-it basis; repeat or deliberate refusal results in a break detention

Timing: Recorded in form, P1 or P2 → Break 1. P3 or P4 → Break 2. P5 → Break 1 the following day.

6.3 Truancy

Lesson truancy is treated as a serious behaviour concern. Students who truant a lesson receive a same-day After College Detention (ACD), during which they are expected to complete all missed work. Failure to attend a truancy ACD will be escalated in line with the ACD escalation process.

6.4 Detention Framework

Detention Type	Trigger	Time / Detail
Break Detention – 15 min	Non-Negotiables: uniform, mobile phone, lateness, gum (repeat refusal)	Same day – Break 1 or Break 2 (see 6.2 for timing)
Lunch Detention – 30 min	Removal from lesson. Issued by House team in response to one off incidents. 5 Redirections Monday – Friday	Same day (P1–4) or next day (P5). Failure to attend = one additional Lunch Detention.
After College Detention (ACD) – 60 min	On-call removal. Truancy (student completes missed work). Issued by House team in response to one off incidents.	Each Day – Same night sanction 3.05–4.05pm – Behaviour Team. <u>Failure to attend = internal suspension.</u>

Cumulative Lunch Detentions: Where a student has 3 or more outstanding lunch detentions at the end of any given week, this will trigger an internal suspension the following week, which remains in place until all outstanding detentions are cleared.

7. Internal Suspension

Internal suspension is the primary in-school escalation response. Students are placed in the designated suspension space and work under supervision. All internal suspensions must be agreed and signed off by the AP for Behaviour and Culture.

7.1 Triggers for Internal Suspension

- Persistent or escalated detrimental behaviour where classroom-based strategies have been exhausted
- Failure to attend an After College Detention
- Three or more outstanding lunch detentions at the end of a week

- Behaviour that requires removal from the mainstream environment but where in-school resolution is achievable
- Failure to comply with uniform corrections
- Refuse to hand in mobile phone upon request.

7.2 Sliding Scale

Internal suspensions follow an escalating scale. The AP for Behaviour and Culture determines duration based on severity, context and the student's history, along with consideration of potential SEN needs. The scale below is a guide.

Duration	Typical Trigger	Context
1 Day	First serious escalation or persistent disruption	Student completes structured reflection activities and curriculum work. Learning Mentor input.
2 Days	Repeat escalation or moderately serious behaviour	Reflection activities completed; Learning Mentor provides planned support sessions. Readmission meeting required (House led)
3 Days	Significant or repeated serious behaviour infringements	Full reflection and Learning Mentor programme. Updated support plan. Readmission meeting required (House led)

7.3 Conditions of Internal Suspension

- Students arrive at 8.25am (Registration to take place in internal suspension) and remain in the designated space until 3.00pm
- Supervised at all times; students complete lesson work
- All curriculum work set must be completed (Tick sheet recognises work completed)
- Structured reflection activities must be completed and stored in the student's folder
- The Learning Mentor provides input during the placement to support personal development / reflection
- For suspensions 2 / 3 days in length, a **readmission meeting** takes place before the student returns to mainstream lessons (Phone or in person with house).
- Inappropriate behaviour during internal suspension may result in escalation to external suspension, or continuation in internal suspensions.

8. External (Fixed-Term) Suspension

External suspension is reserved for incidents where internal resolution is not achievable, where the behaviour disrupts the calm and orderly experience of college, poses a risk to the safety of other students or staff, or is of a serious nature that requires an immediate external response. All external suspensions must be agreed and signed off by the AP for Behaviour and Culture.

8.1 Grounds for External Suspension

- Physical violence, including premeditated or disproportionate assault
- Possession or use of a weapon
- Theft or vandalism
- Possession, supply or use of drugs, alcohol, tobacco, vapes or related paraphernalia
- Persistent and targeted bullying, including discriminatory bullying linked to protected characteristics
- Foul and abusive language directed at staff
- Misconduct of a sexual nature
- Behaviour that endangers the safety of others or that would constitute a criminal offence

- Persistent misbehaviour where all internal interventions have been exhausted

This list is not exhaustive, and where possible and safe to do so internal suspension will be prioritised. Incidents inside and outside college may result in fixed term external suspension.

8.2 Sliding Scale of External Suspension

External suspensions follow an escalating approach. The number of days reflects the severity of the incident and the student's behavioural history. The AP for Behaviour and Culture retains full discretion to apply a longer suspension where the seriousness of an incident warrants it, or to adjust the scale of the sanction

Stage	Typical Duration	Led By / Interventions
Stage 1	1 Day	Senior Tutor. External agencies, mentoring, reports, curriculum changes.
Stage 2	2 Days	Senior Tutor /HOH . Behaviour Plan, alternative curriculum group, EIO involvement if appropriate
Stage 3	3 Days	AP for Behaviour and Culture / HOH. CAF referral, DOWIMM consideration, targeted work placement, Exploration of possible AP commissioning.
Serious Incident	AP discretion	More days applied where the nature of the incident warrants it. Full evidence review and sign-off by AP for Behaviour and Culture.

8.3 Reintegration Following External Suspension

- Work is provided to the student via Teams during the suspension period; returned and marked by relevant staff
- Local Authority notified of any fixed-term suspension
- A readmission meeting between parents and the relevant member of staff is strongly encouraged before return
- Where parents or carers are unable or unwilling to attend a readmission meeting, this cannot prevent or delay the student's reintegration into college – the student must be welcomed back at the end of the suspension period regardless
- The House team will conduct a reintegration check-in with the student on their first day back

8.4 Process Following a Serious Incident

- Evidence gathered – statements from those involved and any witnesses, with a statement overview sheet attached (Appendix 3)
- Evidence reviewed by the AP for Behaviour and Culture, Lead Behaviour Professional and/or Senior Tutor
- Final decision made and signed off by the AP for Behaviour and Culture

9. Permanent Exclusion

Permanent exclusion may be necessary as a last resort to maintain high standards of behaviour and protect the safety and wellbeing of the school community.

The college upholds the principles of natural justice. Procedures are co-ordinated by the Lead Behaviour Professional:

- Parents phoned and informed of the decision
- Local Authority notified to enable early intervention with the family

- Letter home within 24 hours
- Permanent Exclusion Report compiled and shared with parents, Chair of the Disciplinary Hearing Committee, LA and Academy Council
- Disciplinary hearing within 15 school days
- Academy Council decides whether to uphold or reinstate the exclusion
- Parents have 15 school days from the hearing to lodge an Independent Review Panel appeal

Please refer to the Academy's Exclusions Policy for full details on procedures and appeals.

10. Bullying

All students are entitled to receive their education free from humiliation, intimidation, oppression and abuse. Bullying is defined as behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group physically or emotionally.

We use the STOP framework to identify bullying: Several Times On Purpose. A single incident, however serious, may not constitute bullying but will always be addressed. Where incidents are repeated and deliberate, they are treated as bullying.

Type	Examples
Verbal	Name-calling, sarcasm, spreading rumours, teasing
Emotional	Excluding, tormenting, threatening gestures
Physical	Pushing, kicking, hitting, punching or any use of violence
Racist	Racial taunts, graffiti, gestures
Sexual	Unwanted physical contact or sexually abusive comments
Homophobic / LGBTQ+	Behaviour targeting sexual orientation or gender identity
Cyber	Misuse of internet, email, social media, messaging or camera/video technology

10.1 Recording & Reviewing Child-on-Child Incidents

All child-on-child incidents must be recorded by the victim's House team using the My Concern system as soon as possible after the incident. This ensures that:

- Each victim's House holds a complete picture of incidents involving their students
- Records are available for review regardless of which students are involved
- Patterns of repeated behaviour towards the same victim can be identified over time

All child-on-child incident records are reviewed at the weekly Inclusion Meeting. The Inclusion team uses these records to identify emerging patterns of behaviour that may meet the STOP threshold for bullying. Where a pattern is identified, a formal bullying investigation is opened and the relevant House teams, parents and, where appropriate, students are informed.

10.2 STOP Bullying Posters

STOP Bullying posters are displayed in every classroom across the college. These provide students with a clear, consistent reference point for what bullying is, how to report it and the support available. Staff are expected to reference these posters when addressing incidents and during relevant PSHE and tutor activities.

10.3 Sanctions & Support

Students found to be bullying will be dealt with in accordance with the severity and history of the case.

1. Bullying letter – cease and desist
2. Internal suspension
3. External suspension

Incidents linked to protected characteristics are recorded via My Concern and the PRfE system and reviewed by the safeguarding team. Persistent bullying will be treated as a serious offence and may result in internal or external suspension.

11. Protected Characteristics & Discrimination

The college has a duty to promote effective relations across all students in line with the Equality Act 2010. All forms of discrimination are addressed through the curriculum and through the application of appropriate sanctions. Incidents are recorded via My Concern and PRfE, and sanctioned in line with our definitions of detrimental or dangerous behaviour.

12. Behaviour Outside College Premises

Staff have a statutory power to discipline students for misbehaviour outside the school premises. This applies when students are:

- Taking part in any college-organised or college-related activity
- Travelling to or from school
- Wearing school uniform or otherwise identifiable as a student of Ely College
- Behaving in a way that has repercussions for the orderly running of college, poses a threat to others, or could adversely affect the reputation of the college

13. Searching Students

In line with DfE guidance (Searching, Screening and Confiscation, updated 2022), staff can search students with their consent for any item banned by the school. The Principal, AP for Behaviour and Culture, DSL, SLT and Lead Behaviour Professional may search without consent where a prohibited item is suspected.

Prohibited items include: knives and weapons, alcohol, illegal drugs, stolen items, tobacco and smoking items, fireworks, pornographic or offensive imagery, vapes and associated paraphernalia, and any item likely to be used to commit an offence, cause injury or damage property.

14. Confiscation of Property

College staff may seize any prohibited item found during a search, or any item considered harmful to school discipline. **Mobile phones and similar devices are not permitted on school site.** Confiscated items are stored in a sealed, labelled envelope in the relevant House or behaviour office. Parents may collect the item at the end of the school day from reception, unless deemed inappropriate to do so.

15. Use of Reasonable Force

All college staff may use reasonable force to prevent students from committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline. Any use of force will be reported to the Principal and AP for Behaviour and Culture, a physical check conducted by a qualified member of staff, and the incident recorded on Bromcom and My Concern.

16. Malicious Allegations Against Staff

Where a student makes an accusation against a member of staff that is shown to be deliberately invented or malicious, the Principal will consider disciplinary action in accordance with this policy. Appropriate support will be provided to any affected staff member throughout the process.

17. Complaints & Appeals

Parents who are unhappy with how a behaviour or disciplinary situation has been handled should raise concerns with the AP for Behaviour and Culture in the first instance. Unresolved concerns may be escalated through the college's formal complaints procedure.

18. Monitoring, Evaluation & Review

This policy will be promoted and published on the college website and shared with all stakeholders. The Academy Council will review it annually and assess its effectiveness. Behaviour is a standing item at each Academy Council meeting.

Key performance indicators:

- Number of permanent and fixed-term external suspensions
- Number of internal suspensions
- Number of After College Detentions issued
- Number of lesson removals / redirection events
- Number of House Points awarded
- Instances of bullying recorded and action taken
- Staff, parent and student questionnaire outcomes

Feedback will be sought from the Student Council, pupils, staff and parents prior to each annual review.