Emil Dale ACADEMY

Sixth Form Behaviour and Disciplinary Policy and Procedure

Contents

1.0 Introduction

***In this policy the abbreviation of EDA will be used to cover the Sixth Form course, and anyone involved with it at Emil Dale Academy.

We are proud of the behaviour of our student body at EDA. This policy encompasses our expectations and consequences as well as the communication and management framework we use to ensure that students know they are being treated fairly and consistently. Mutual respect amongst all members of the EDA community lies at the heart of this policy.

We expect behaviour to be of a high standard throughout a student's time training at EDA on site, when travelling to and from EDA and whilst participating in any trips and/or visits. Good behaviour will be taught, modelled and recognised. Poor or unacceptable behaviour will have consequences. Positive relationships between and with students are the key to good behaviour. This is achieved when expectations of learning and behaviour are high and if an individual does not respond consequences are made explicit and applied consistently. The self-esteem of all students is enhanced by praise, reward and celebration. The core purpose of this policy is to establish and maintain EDA as a positive, focused learning and training environment in which all students feel safe and happy.

Our Sixth Form Behaviour Policy aims to:

1. Ensure all students can reach their full potential in a safe and positive environment;
2. Provide a consistent approach to behaviour for learning;
3. Outline what we consider to be unacceptable behaviour including bullying and discrimination;
4. Define how students are expected to behave; and
5. Outline our system for recognition and consequences.

1.1 Location of Policy

This policy is available to access on EDA's website.

1.2 To whom and where this policy applies

This policy applies to all staff, freelancers, students and all others working with staff, freelancers and/or students at or on behalf of EDA. For the purposes of this policy, this group are described as 'members of the EDA community'. This policy applies whenever students are on EDA's premises, when travelling to or from EDA, whenever students are in EDA uniform or identifiable as a member of our school community outside of school hours, and also to any other place where staff, freelancers, students or others outlined above are present as a result of an EA-organised event, trip or visit. Further, the policy applies in any interactions between members of the EDA community at any time.

2.0 Policy

The below eight (8) points are what EDA deem our core expectations for all students to adhere to:

a. Behave in a safe and orderly manner;
b. Be courteous towards all staff, freelancers, visitors and peers;
c. Listen carefully to all staff, freelancers and other peers, following instructions were necessary;
d. Be ready to learn have always come to EDA with the correct equipment and uniform;
e. Treat the EDA environment and resources with respect;
f. Arrive to EDA and all subsequent lessons and rehearsals on time;
g. Work hard and always try your best; and

h. Wear your EDA uniform appropriately and with pride.

We clearly set out these expectations in terms of positive behaviours that we expect all students to demonstrate both inside and outside of lesson time.

2.1 Ready to train code of conduct

There is an expectation of students to be 'Ready to Train' at EDA, and as such there are a set of positive behaviours that are expected and outlined in the table below. The table also lists the negative behaviours and therefore when Consequences to behavioural incidents are invoked:

Positive behaviour	How demonstrated	Why is this expected	Negative behaviour Examples
Arriving on time to EDA and attending lessons on time.	Sign in no later than 8.15am (or 15 minutes before the start of the first class). Be in the studio/ classroom ready to work at least 1 minute before the lesson is due to start.	Maximises learning potential. Maximises time to warm up and prevent injury. Important discipline for the industry. Life skill!	Arriving after sign in time. Arriving after a lesson has started (unless agreed or excused beforehand).
Having the correct uniform/ equipment for training and learning.	*Prepare at least the night before college.* Correct uniform for each lesson as detailed by the kit list. Correct equipment for each class (that has been prepared fully before the class) *e.g sheet music properly taped for singing lessons or Acting Through Song.* Completed and prepared work as requested by tutors *e.g. monologues or scripts learned if that is what has been requested.*	To prevent anxiety about class attendance if not fully prepared. If not ready, could lead to loss of training time and both staff and student demotivation. Important discipline for the industry. Life skill!	Not having basic uniform or equipment. Not being prepared for lessons and therefore potentially wasting time/ money.
Hard work and supporting each other.	Work hard in all classes, even when it is difficult. Try your best	The quality of work you put in to a class will lead to the quality	Leaning against walls/ ballet barres/ slouching in class.

	at all times. Be resilient and not afraid to make mistakes. Be present and do not comment facially or verbally in class. Respect other students who may need more time to learn tasks and support peers. Contribute in class. Praise other students who are doing well, and support those who are struggling. Ask for help when it is needed. Thank teachers at the end of every class. Catch up on work missed if unable to attend a lesson.	of work that you get out. Not everything is easy; this is the place to learn and improve. Supporting each other leads to a positive and uplifting environment. Respect is expected in the industry from every contributor. Good professional practice to ask for help, thank people and to catch up on anything missed.	Not working quietly when asked to. Disrupting other students. Not thanking teachers. Mocking or humiliating other students. Not supporting students when they are finding things difficult. Not praising and recognising good work from both yourself and your peers. Not catching up on work missed. Not communicating with staff about your personal circumstances.
Behaving in a calm and orderly way.	Walking around the EDA buildings, and to and from each building. Being quiet and prepared to work at the start of each class. Speaking at appropriate volumes - Not shouting/ screaming/ singing when moving between classes and thus not disturbing other classes or neighbours. Respecting neighbours	Allows for better focus. Does not upset neighbours or other stakeholders at EDA. Allows for better movement between buildings. Politeness and manners lead to a happier and more pleasant environment. Allows everyone to feel safe.	Shouting loudly, screaming or singing and thus disturbing neighbours who are working, or disturbing classes still in motion. Passing by neighbours cars and causing scratches or dents. Causing injury to oneself or others because you aren't being careful and considerate when moving around buildings.

	especially when passing by their vehicles or buildings. Holding doors open for others. Follow one way systems.		Ignoring others within the EDA community and as such making people feel isolated (for example, not holding the door open).
Listening in class and respecting instructions given.	Respond to instructions given by a teacher. Raise hand if help is needed. Not interrupting a teacher, or undermining a teacher's instructions. Respect the right of other students to be heard. Respond immediately if "Stop" signal is issued.	Professional practice and discipline. Facilitates a safer and calmer environment. Facilitates a supportive environment. Ensures health and safety.	Talking out of turn. Non-verbal communication with others (i.e. eye rolling or gestures). Calling out. Not following instructions which is both disrespectful and could lead to health and safety incidents or isolation of other students.
Being courteous to all staff and visitors.	Always being polite to all staff, regardless of whether they are the teacher, cleaner, Principal, Head of Department, administration, cafe or any other staff member. Always being polite to people such as smiling, holding doors open, even saying "hello" or "how are you" to visitors (you never know who they are!) Speaking clearly and	Positive communications between staff and students are essential for development and learning. Everyone should be treated with respect. Rudeness and defiance leads to negativity, bad atmosphere and can be isolating for other students.	Refusing to do what you are told by a member of staff. Refusing to participate. Openly challenging a member of staff's instructions. Cheeky or rude comments made to staff. Supporting poor behaviour of another student.

	positively. Help staff willingly if they ask for it.		Ignoring or not being polite to visitors.
Being courteous to peers and other students.	Speak respectfully to each other. Respect other people's personal space and property. Be respectful of diversity. Recognise when someone needs help. Be respectful and kind to peers when not in class, but in changing rooms/ breakout areas also.	All students should feel safe and in an environment where they are comfortable learning and being. Everyone has the right to be treated with respect. Seeing and hearing loud, rude, loutish or intimidating behaviour can cause some students to not want to come to college.	Use of inappropriate language. Unkind comments about other students or their work. Refusing to work with other students. Unwanted physical contact with other students. Causing damage to another student's property. Being disrespectful and nasty to students in changing rooms or during breaks.
Using online forums and chats respectfully.	Not "picking on", tagging or humiliating other students in online chats or forums. Being respectful of what other people have to say, even if you don't agree. Not targeting students in online forums/ chats. This includes "submissive" conversations where the student may not be tagged but it is clearly about them.	No student should ever feel isolated, alienated or bullied, whether face to face or online. EDA should always be an environment where students feel safe and supported by their peers.	Tagging someone in a chat to make nasty comments. Submissively talking about someone in online chats. Commenting or being argumentative because you don't agree.
Treating the college building/ studios, resources and environment with	Report any damages or vandalism to the office.	We all have a responsibility to care for our environment.	Littering. Eating outside of designated areas.

respect.	Pick up litter and keep the building neat and tidy. Look after equipment and respect company property. Report on toilet blockages, spillages and so on. Report immediately on any issues that could be health and safety concerns.	A clean and well-kept college is a more pleasant and welcoming training environment.	Damaging property. Abusing facilities.
Achieving the best possible grades and always striving to improve in training and academically	Always handing in work on time. Seeking help with work if needed, but taking responsibility for own work. Obtaining the best grades possible that are achievable for you as an individual. Always being prepared and ready to learn.	To ensure students time and money is used to its maximum potential. To ensure students are progressing and making the most out of their course.	Not handing in work on time or being prepared for assessments/ classes. Not doing work outside of class. Continually not achieving pass marks in assessments due to lack of effort/ understanding. Not participating fully in classes.

*Note - there may be other behavioural expectations that will be reviewed and added to this chart as/when required

2.2 Bullying

Bullying is not tolerated at EDA. Students are encouraged to report incidents of bullying at the earliest opportunity to EDA's Sixth Form Course Leader.

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying is, therefore, deliberately hurtful, repeated, often over a period of time and difficult to defend against.

Bullying can include but is not limited to:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence

Prejudice-based and discriminatory, including: Racial, Faith-based, Gendered, Homophobic/Biphobic, Transphobic, Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct of indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of EDA's approach to preventing and addressing bullying are set out in our Sixth Form Anti-Bullying Policy.

2.3 Managing behaviour

Where students' behaviour does not meet EDA's expectations, we may speak to students and their parents/guardians firmly, but we will not humiliate or seek to scare them. We will treat students equally throughout the rest of their time at EDA and not publicly referring back to previous behaviour incidents in lessons.

2.4 Recognising positive behaviour for learning

We believe that positive recognition and reward is the foundation of promoting positive behaviour for learning and establishing a calm, positive learning environment for all students. All EDA students deserve recognition for the effort and progress that they make. We continue to work towards establishing a climate where praise, recognition and encouragement far outweighs the frequency of consequences and sanctions.

2.5 The Police

It will be for the Principal to decide whether the police should be involved in any given incident. The police have the right to enter EDA premises and intervene in cases where they believe an individual may be carrying a weapon. Parents/guardians will be informed if a decision is taken to contact the police, if in the best interests of the student. The possession of illegal substances on the school premises will always lead to the involvement of the police.

In cases of police involvement, it may be possible that police interviews may take place at EDA in the presence of parents or guardians. If parents/guardians cannot be contacted the interview will take place with the Principal. The police have the right to enter the site without permission of the Principal but should only exercise this right in exceptional circumstances. If a student, parent or guardian chooses to report an EDA-based incident to the police, we ask they inform EDA of this decision.

2.6 Special Educational Needs and Disabilities

We recognise that some students have greater challenges than others when managing their behaviour and emotions. However, we also know that these students have the best chance of success when behaviour expectations are clearly explained to them and when these expectations are applied consistently by all staff and freelancers. We will, therefore, ensure that all staff and freelancers are made aware of this policy so that our most vulnerable students do not have to cope with variations and inconsistencies, which they may find difficult to understand.

We will also train staff and regularly booked freelancers ahead of each academic year in understanding conditions, including ADHD and autism, so that staff and freelancers are able to support students with specific diagnoses appropriately and make reasonable adjustments where appropriate.

2.7 Pastoral System

Our Sixth Form Course Leader is responsible for overseeing the pastoral care, academic progress and personal development of the students. The Sixth Form Course Leader should be the first point of contact if there is an issue which may affect a student's learning, organisation or behaviour. They will celebrate students' achievements with them and will discuss with students about any mistakes that they have made and how they can avoid making these again in future. Where the Sixth Form Course Leader may identify patterns in negative behaviours, they will seek to put in place interventions e.g. where a student is receiving multiple warnings for not having the correct uniform, they may call home to discuss how parents/legal guardians could support the student. They will also meet with the student to discuss support that they may need. Our Welfare Officer is also available for two-working days each week for students to make appointments with if they are struggling with relationships or personal crises or have mental health concerns. While there are limited services that our Welfare Officer is able to provide, they will signpost students and their parents/legal guardians to any external services that may be able to provide further effective support.

2.8 "At Risk" Intervention

When a student demonstrates behaviour outside of EDA's expected ready to train code of conduct (please see section 2.1), an intervention will launch into them.

At the start of this intervention, EDA will assess the nature of the student's behaviour and discuss the reasons for this with them and will then plan a programme of intervention to support the student in improving their behaviour based on this. Programmes may include, for example, building self-esteem, supporting self-regulation and de-escalation or why boundaries exist. The frequency and duration of sessions and the duration of the intervention will vary from student to student.

- Late (for lesson/rehearsal with no email/call to let EDA know or legitimate reason - Leaving lesson/rehearsal for no reason - Continued forgetfulness when signing in - Signing in but not attending lesson/rehearsal - Failure to attend singing lesson with no legitimate reason - Poor effort and focus in lesson/rehearsal	**INITIAL MEETING** • Sixth Form Course Leader The student will meet with the Sixth Form Course Leader, to discuss the situation and circumstances. **Action:** 1. An action plan will be created to ensure student adheres to expectations of lessons/rehearsals for set time
- Being disrespectful towards any teacher or another student - Demonstrating uncooperative or challenging behaviour - Destruction of EDA property	**FORMAL WARNING 1** • Sixth Form Course Leader • Deputy Principal

• Leaving EDA during class/rehearsal time, without prior arrangement or speaking to a member of staff or freelancer • Challenging a member of staff or freelancer about their teaching methods, practice in lessons or how they handle discipline. • Continued behaviour from INITIAL MEETING	The student will meet with the Sixth Form Course Leader and Deputy Principal, to discuss the situation and circumstances. **Action:** 1. A formal email will be sent to student and parent/guardian. 2. A fixed action plan will be created to ensure student adheres to expectations of lessons/rehearsals. 3. A written or verbal apology will be made if needed.
• Using abusive language towards a member of staff/freelancer/student • Continued lateness to lessons/rehearsal • Discriminative and disrespectful behaviour towards any staff member, freelancer or another student, that the staff member or freelancer feels it necessary to ask the student to leave the class • Continued behaviour from INITIAL MEETING/FORMAL WARNING 1	**FORMAL WARNING 2** • Deputy Principal • Principal The student will meet with the Deputy Principal and Principal to discuss the situation and circumstances. **Action:** 1. A formal email will be sent to student and parent/guardian. 2. A meeting with the parent/guardian will be set up. 3. A fixed action plan will be created including any sanctions and consequences, as a result of behaviour (loss of part in the musical, reduced timetable) 4. A written or verbal apology will be made if needed.
• Bullying • Using discriminative language towards anyone • Demonstrating aggressive behaviour towards a teacher or student	**FORMAL WARNING 3** • Deputy Principal • Principal

• Continued behaviour from INITIAL MEETING/ FORMAL WARNING 1/ FORMAL WARNING 2	The student and parent will meet with the Sixth Form Course Leader, Deputy Principal and Principal to discuss the situation and circumstances. **Action:** 1. Fixed term external exclusion

* This is to be read in conjunction with EDA's Consequences procedure and sanctions (please see section 2.9).

2.9 Consequences procedure and sanctions

Consequences and sanctions are used when elements of our core expectations are not adhered to. The principle of the consequences procedure is that students are given clear boundaries and rules and are given an appropriate consequence when necessary. We endeavour to redirect behaviour when students do not meet these expectations, where possible. Where students do not respond to redirection or where redirection is logistically challenging or ineffective, we use a graduated system of consequences.

The following consequences and sanctions are operational at EDA to effectively support the continuity of learning or address incidents where our behaviour expectations have not been met:

Negative Behaviour	'Likely' consequence
Leaving EDA premises without approval and signing out	Warning 1 - Verbal warning
Breaching assessment expectations	Warning 2 - Written letter and exclusion from social events and/ or limitation in participation in public performances and/ or fixed exclusion from Private Sector classes or Fixed term external exclusion *(At the discretion of Senior Management)*
Breaching fire drill expectations	Warning 2 - Written letter and exclusion from social events and/ or limitation in participation in public performances and/or fixed exclusion from Private Sector classes or Fixed term external exclusion *(At the discretion of Senior Management)*
Computer misuse or breaches of the Acceptable Use Policy	Warning 2 - Written letter and exclusion from social events and/ or limitation in participation in public performances and/or fixed exclusion from Private Sector classes or Fixed term external exclusion *(At the discretion of Senior Management)*
False pretenses or deception relating to	Warning 2 - Written letter and exclusion from

academic assessments and examinations	social events and/ or limitation in participation in public performances and/or fixed exclusion from Private Sector classes or Fixed term external exclusion *(At the discretion of Senior Management)*
Malicious damage to EDA buildings, equipment or facilities	Fixed term external exclusion
Setting off the fire alarm without due cause	Fixed term external exclusion
Possession of alcohol at EDA	Fixed term external exclusion
Possession of pornography at EDA	Fixed term external exclusion
Violent, threatening, indecent, offensive or confrontational behaviour to another student or member of staff	Fixed term external exclusion
Fighting with another student	Fixed term external exclusion
Theft	Fixed term external exclusion
Malicious electronic communication to another member of the EDA community	Fixed term external exclusion
Bullying	Fixed term external exclusion
Use of offensive or discriminatory language	Fixed term external exclusion
Consumption of alcohol/ being inebriated whilst at college	Fixed term external exclusion
Offensive or anti-social behaviour displayed outside of EDA whilst wearing or displaying EDA uniform	Fixed term external exclusion
The expression of any extremist views that have the potential to incite discrimination or violence by or towards others	Fixed term external exclusion
Unprovoked violence towards another student	Permanent exclusion
Violence towards a member of staff or freelancer	Permanent exclusion
Possession of illegal drugs or legal highs at EDA	Permanent exclusion
Supply of illegal drugs or legal highs to another member of the EDA community (defined in the Misuse of Drugs Act 1971, the Medicines Act 1968 and the Psychoactive Substances Act 2016)	Permanent exclusion

Possession of an offensive weapon at EDA (defined as "any article made or adapted for use to cause injury to the person, or intended by the person having it with him for such use").	Permanent exclusion
Aggressive or confrontational behaviour involving an offensive weapon towards another member of the EDA community, including threats	Permanent exclusion
Sexual abuse or assault	Permanent exclusion
Peer-on-peer abuse, sexual exploitation or grooming	Permanent exclusion

2.10 Suspension and Permanent Exclusion

If it is deemed necessary to suspend a student from EDA, an initial telephone call will be made to explain the circumstances and inform the parent/legal guardian of the sanction. This telephone call will be followed up with an official letter as soon as practicably possible. We follow DfE guidelines on suspensions , and the final decision for a student to be externally suspended can be made only by the Principal or through delegation to the Deputy Principal as a result of absence. When deciding to suspend a student, the Principal will ensure there has been a thorough investigation and that a record is kept of their actions and those of other staff and freelancers. When establishing the facts in relation to a suspension decision the Principal must apply the civil standard of proof; i.e. 'on the balance of probabilities' it is more likely than not that a fact is true, rather than the criminal standard of 'beyond reasonable doubt.' This means that the Principal should accept that something happened if it is more likely that it happened than it did not happen (DfE exclusion guidance, para 8). The standard of proof applied in school suspension is the balance of probability.

There are two types: suspension and permanent exclusion. The length of a suspension will be decided by the Principal with reference to:

a. The students' disciplinary record
b. The nature of the offence
c. The home background
d. Assessment obligations
e. Special Educational Needs

The following incidents or offences will normally lead to a suspension (internal or external). This list is intended to indicate the degree of severity of offences but is not intended to be exhaustive:

f. Persistent refusal to follow EDA's rules
g. Persistent refusal to complete sanctions in line with this Behaviour policy
h. Deliberate damage or vandalism (inside or outside of EDA grounds)
i. Swearing aggressively and directly, verbal abuse or aggression towards a member of staff or freelancer
j. Physical actions or violence towards another student (in or out of school)
k. Persistent bullying (including cyber, racist, sexist or homophobic) or a single case of extreme bullying (inside or outside of EDA grounds)
l. Permanent exclusion may also be deemed appropriate
m. Bringing EDA into disrepute
n. Bringing an object to EDA that is made or adapted for another use to threaten or cause injury
o. Bringing inappropriate material to EDA that will cause offence

p.   Filming, recording or taking inappropriate photographs of other students/staff/freelancers without given consent
q.   Theft from EDA, a student, a freelancer, or a staff member
r.   Making a false allegation against another student, freelancer, or member of staff
s.   Wilful and repeated transgression of protective measure in place to protect public health
t.   Seriously compromising EDA's IT system

Where a student is suspended the school will consider what support will best help with the student's reintegration into the school at the end of the suspension.

After a suspension, students must attend a reintegration meeting with their parents/legal guardians, Sixth Form Course Leader, and the Principal. The terms of reintegration are discussed and agreed at such meetings and provision for continued support for the student arranged at this time.

2.10.1 Permanent exclusion
Repeated offences could ultimately lead to permanent exclusion. Permanent exclusion will usually be considered as a 'last resort' action; applied only when all other methods and strategies have failed. However, permanent exclusion can also follow after certain single incidents which are deemed to be extremely serious.

A decision to permanently exclude a student will only be taken a) in response to a serious breach or persistent breaches of EDA's behaviour policy: and b) where allowing the student to remain in the school would seriously harm the education or welfare of the student or others in the school.

The following incidents or offences most likely lead to permanent exclusion. This list is intended to indicate the degree of severity of offences but is not intended to be exhaustive:

a.   Actual or threatened violence against a member of staff or freelancer
b.   Serious actual violence or abuse against another student
c.   Behaviour leading to child protection issues, such as peer on peer abuse including sexual exploitation or grooming
d.   Persistent refusal to follow EDA's rules

The following offences will most likely result in permanent exclusion from EDA:

e.   Possession, supplying or intent to supply any illegal drug
f.   Bringing an offensive weapon onto school premises, or having a weapon in school

2.11 Off-site Behaviour
Students are responsible for conveying positivity at all times. If a student is in the community, especially when wearing EDA uniform, we expect their conduct to be exemplary; EDA expectations and sanctions will apply. This would include, but is not limited to, an incident that occurs on the way to EDA or home, school trips or work experience. EDA may apply the behaviour policy and can discipline and can set sanctions for students including suspension for incidents that are outside EDA grounds where behaviour may adversely affect the maintenance of good order and discipline within EDA or bring EDA into disrepute.

2.12 Sexual Harassment and Sexual Violence
We have a zero-tolerance approach to sexual harassment and/or violence and we will ensure that all incidents of are met with a suitable response and never ignored. Students are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

EDA's response to any such incidents will be:

a.   Proportionate
b.   Considered
c.   Supportive
d.   Decided on a case-by-case basis

Consequences for sexual harassment and violence are likely to include police involvement and if proven could lead to a permanent exclusion. EDA has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- e. Responding to a report
- f. Carrying out risk assessments, where appropriate, to help determine whether to:
- g. Manage the incident internally
  - i. Refer to early help
  - ii. Refer to children's social care
  - iii. Report to the police

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against freelancers, staff or other students

2.13 Malicious Allegations

Where a student makes an allegation against a member of staff or freelancer, and that allegation is shown to have been deliberately invented or malicious, EDA will sanction the student in accordance with this policy.

Where a student makes an allegation of sexual violence or sexual harassment against another student and that allegation is shown to have been deliberately invented or malicious, EDA will sanction the student in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, EDA (in collaboration with the local authority designated officer, where relevant) will consider whether the student who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff, freelancers and students accused of misconduct.

2.14 Lesson Management

Teaching staff and freelancers are responsible for setting the climate, culture and context for positive behaviour within the learning environment.

EDA teachers will:

- a. Create and maintain a stimulating environment that encourages students to be engaged
- b. Develop a positive relationship with students, which may include:
  - i. Greeting students at the start of each lesson
  - ii. Establishing clear routines conducive to learning
  - iii. Concluding a lesson positively and starting the next day afresh
  - iv. Communicating expectations of behaviour in ways other than verbally
  - v. Highlighting and promoting good behaviour
  - vi. Having a plan for dealing with low-level disruption and following through with that plan if needed
  - vii. Using positive reinforcement

2.15 Physical Restraint

Reasonable force can be used to prevent students from hurting themselves or others, from damaging property, or from causing disorder.

At EDA, force would only be used for two main purposes – to control students or to restrain them. The decision on whether or not to physically intervene is down to the professional judgement of the staff member or freelancer concerned and should always depend on the individual circumstances. (Use of reasonable force, DfE, 2013).

Staff and freelancers may use reasonable force to restrain a student to prevent them:

    a.   Causing disorder
    b.   Hurting themselves or others
    c.   Damaging property

Incidents of physical restraint will:

    d.   Always be used as a last resort
    e.   Be applied using the minimum amount of force and for the minimum amount of time possible
    f.   Be used in a way that maintains the safety and dignity of all concerned
    g.   Never be used as a form of punishment
    h.   Be recorded and reported to parents/legal guardians at the earliest opportunity

2.16 Confiscation

Any prohibited items found in a students' possession will be confiscated. These items will not be returned to students. EDA will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to students after discussion with senior management and parents/legal guardians, if appropriate.

2.17 Right of Appeal

There may be occasions where staff or freelancers make an error and issue a consequence incorrectly. Where this happens, the student must not openly challenge this decision, as this will lead to disruption of the learning of others or confrontation. The student should email the Sixth Form Course Leader at the next available opportunity to arrange a meeting where they can share their point of view. The Sixth Form Course Leader, if necessary, will speak with the necessary teacher and will remove the consequence if they feel that they have made a mistake.

If a student feels that they have been removed from a lesson unfairly, they should ask to see the Sixth Form Course Leader either before EDA, at lunchtime or during a study period to explain their point of view. The Sixth Form Course Leader will discuss the student's point of view with the member of staff or freelancer who issued the Removal and may, with agreement with the member of staff or freelancer, revise the consequence for the incident.

If a student believes that they have received a consequence as a result of mistaken identity, then the student should contact the Sixth Form Course Leader. They should do this before the consequence is issued. If an error has been made, the caution will be deleted and the consequence, cancelled.

If a student's parent/legal guardian wishes to appeal a member of staff's or freelancer's decision or they believe there are mitigating circumstances for a behaviour, they should contact the Sixth Form Course Leader and explain the nature of their appeal. The Sixth Form Course Leader may then discuss this representation with the Principal and/or Deputy Principal and agree a revision of the consequence. If the consequence is not revised, the student is still expected to complete it, even if this is against the parents'/legal guardians' wishes. If the student does not complete the consequence as expected, the consequence will be graduated to the next level.

2.18 Reasonable adjustments and student support

EDA recognises its legal duty under the Equality Act 2010 to prevent students with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the student.

The school's special educational needs co-ordinator (SENDCo) - Victoria Hammond, Principal of EDA – will evaluate a student who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

2.19 Safeguarding

EDA recognises that changes in behaviour may be an indicator that a student needs help or protection. We will consider whether a student's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy.

Version Number	Date of Issue	Review Date	Author	Changes Made/ detail
01	8th August 2023	July 2024	Eden Tinsey	Initial publication
02	7th October 2024	October 2025	Eden Tinsey	Policy review