

The Ellesmere Port C of E College



Behaviour and Safety Policy

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Approved by Principal:

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Our Vision

To act justly, to love with mercy and to walk humbly with our God - Micah 6:8

At Ellesmere Port Church of England College we seek to build a community of faith where our students have the cultural capital to follow unlimited ideas and dreams. Above all else, we want our students to experience the fullness of life, where the sort of person they become is of paramount importance.

To **BE MORE** is to be a community which aspires to act justly in all situations; to be kind towards those inside and outside the College; and to be open to God's guidance in all areas of our lives.

This is a statement of policy for The Ellesmere Port Church of England College. It provides guidelines for the standards of behaviour and moral virtues expected in The College and for the procedures adopted by The College and its governors when pupils behave in a manner which makes us proud, and for the times when they may fall short of our standards.

Links with other policies

This policy has obvious links with the wider safeguarding agenda and specifically all policies that make up the safeguarding suite of documents. It should be read in conjunction with the Safeguarding Policy. When ratifying or reviewing the policy, links should be made with the other relevant policies.

Principles

This policy attempts to ensure that all behaviour is consistent with the College's Mission Statement: ***"To act justly, to love with mercy and to walk humbly with our God" (Micah 6:8)*** and our Trust motto: ***"Aspire not to have more but to be more"*** and ***Matthew 18:21, 22.***

"Peter came up and said to him, "Lord, how often shall my brother sin against me, and I forgive him? As many as seven times?" Jesus said to him, "I do not say to you seven times, but seventy times seven."

We are dedicated to ensuring that our college environment supports learning and the wellbeing of pupils and staff through a strong sense of Christian community cohesion. Good behaviour and self-discipline have strong links to effective learning. We work hard to provide a safe college where pupils feel included in every aspect of College life and comfortable to voice their opinions.

The purpose of this policy is to produce a working document which reflects the current needs of The College. The policy is intended to build upon previous practice and has been the result of review, evaluation and consultation within the forum of a working party.

Moral Virtues

We believe that all pupils should be aware of the standards of behaviour expected at our college. These standards are underpinned by our moral virtues within our Christian context and we expect all members of our college community to take responsibility for living these out, following Jesus' example, on a daily basis. Positive relationships throughout The College are built on a set of shared virtues:

Justice - "Grant justice and do what is fair" Colossians 4:1

Definition: *Our College rules are fair and reasonable.*

Example: *Showing that you know when you need to stand up for what is correct and appropriate with the context of our moral virtues and Consistency Across the College.*

Humility - "Humble yourselves in the sight of the Lord" James 4:10

Definition: *we aim to ensure that everyone in our community has a place and a voice that will be heard.*

Example: *To celebrate all our achievements in a respectful manner.*

Respect - "Do to others as you would have them do to you" Luke 6:31

Definition: *treat others how you would wish to be treated yourself.*

Example: *Holding the door open for any member of our community.*

Courage - "Be strong and courageous. Do not be afraid" Joshua 1:9

Definition: *the quality of having strength in the face of difficulty.*

Example: *Being confident to express opinions and ideas within the College.*

Integrity - "The godly walk with integrity" Proverbs 20:7

Definition: *the quality of having strong moral virtues.*

Example: *Knowing that we should all try and do the right thing when faced with adversity.*

Compassion - "Clothe yourselves with compassion" Colossians 3:12

Definition: *the quality of having concern for others.*

Example: *Showing kindness and care for others within the College and our community.*

Honesty - "He delights in those that tell the truth" Proverbs 12:22

Definition: *the quality of being truthful.*

Example: *Telling the truth in all situations even when it is hard to do so.*

Gratitude - "Give thanks to the Lord, for he is good: his love endures forever" Psalm 107:2

Definition: *the quality of being thankful and showing appreciation.*

Example: *Saying please and thank you wherever possible.*

During their time at The College, we want all pupils to live out our moral virtues daily. In doing so, at the end of their seven-year journey, they should:

- develop the courage to explore a relationship with God, and able to find God in reflection on their own experience.
- demonstrate humility, be happy, friendly, and self-confident, with a sense of humour and an awareness of their God-given gifts and talents and the need to fulfil their potential for good.
- show gratitude and to have a generosity of spirit and a readiness to place their talents at the disposal of others following in Jesus' example.
- show respect and be well prepared to take their place in wider society, unmotivated by prestige or selfish ambition and aware of how fully they can contribute to the common good.
- show compassion and be ready to ask, 'What more can I do, what more can I give?' in every area of life.
- demonstrate integrity and be proud of having belonged to our communities demonstrating respect for our common moral virtues and for those who taught them.
- be just and be respectful of others, treating them with dignity and having a real sense of duty and service to others following in Jesus' example.

The policy aims to put strategies in place which help develop a positive culture of praise, reward, and gratitude within the College. This will allow pupils to feel empowered and have strategies to successfully regulate their own behaviour. Positive behaviour at our college is affirmed through our rewards systems and behaviour that falls short of our standards is dealt with through our sanction systems.

At all times, the focus of discussion is on the behaviour that a pupil exhibits and not the pupil themselves. Our moral virtues are used consistently and are underpinned by the concept of forgiveness. Appropriate behaviour is modelled by all.

Roles and responsibilities

The Local Governing Body

The Local Governing Body is responsible for:

- Reviewing this behaviour policy in conjunction with the headteacher
- Monitoring the policy's effectiveness
- The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

The Principal

The Principal is responsible for:

- Reviewing this policy in conjunction with the Local Governing Body
- Approving this policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring that the policy is implemented by staff consistently with all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy

- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that behaviour is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy

Staff

All staff are responsible for:

- Providing a Christian environment in which pupils will develop spiritually through our moral virtues
- Creating a calm and safe environment for pupils by implementing Consistency Across the College
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour in every interaction with pupils
- Modelling expected behaviour and positive relationships with a focus on restorative justice and forgiveness
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly
- Challenging pupils to meet the school's expectations
- The senior leadership team (SLT) will support staff in responding to behaviour incidents.

Parents and carers

Parents and carers, where possible, should:

- Support the spiritual and moral development of their child
- Ensure their child attends college in full uniform and is properly equipped and on time for each school day
- Take an active interest in their child's academic progress by supporting the college's homework programme and by attending review meetings and other relevant activities
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour

Pupils

Pupils will be made aware of the following expectations during their induction into college:

- To respect and support the Christian values of the college
- To attend in full uniform and arrive promptly and properly equipped for each day
- To be an ambassador for The College whilst travelling to and from home
- The rewards they can receive when meeting college expectations
- The pastoral support that is available to them throughout their time at The College.

Pupils will be asked to give feedback on their experience of the behaviour culture through the college council to support the evaluation, improvement and implementation of the behaviour policy.

Extra support and induction will be provided for pupils who arrive through an In-Year Transfer.

The promotion of positive behaviour

The overall aim of our behaviour policy is to promote positive behaviour, to ensure our pupils grow into safe,

respectful, and responsible citizens and to allow them to learn in a calm environment.

We want all of our pupils, during their time with us, to aspire to 'Be More' meaning that they leave us gaining the social, cultural and intellectual capital that will enable them to flourish.

Guided by our Christian faith, we are here to ensure that all pupils gain:

- a strong sense of Christian duty, responsibility and service, changing lives for the better
- the desire and motivation to develop as a good person following the Christian tradition
- the cultural capital required to pursue unlimited ideas and dreams
- a vision of what they want to be in life and how to achieve it therefore leading a choice filled life
- the ability to show care and compassion towards each other within the local community and the wider world based on the teachings of Jesus Christ
- the opportunities to positively contribute to local communities and wider society and possess a zest for living life in all its fullness that God intends (John 10:10)

This is the rationale for our approach. We want our pupils to do this not only because they must, but because they want to, and are mature enough to know how to do the right thing. We start and end our day with The College Prayer because it gives us an opportunity to share together our vision intent.

The image below demonstrates the reasons why pupils behave well. We want all our pupils to aim to consistently do the right thing and to demonstrate our moral virtues.

I behave well because:



It's who I am – we afford our pupils opportunities to demonstrate our moral virtues in all aspects of College life and beyond

I want praise – we want our pupils to be rewarded within the EPC's social capital curriculum

I want everyone to think positively about me – we want our pupils to demonstrate EPC's social capital curriculum

I want to have a great future – we want our pupils to experience all that EPC's cultural and intellectual curriculum can offer to allow pupils to flourish

Consistency Across the College

We have developed a very clear set of expectations at EPC known as: Consistency Across the College which aims to outline “the way we do things” (the EPC way) in our community. The aim is a very simple one:

Our “Consistency Across the College” ensures that there are clear and consistent high expectations regarding routines and behaviour and that this is centered around always establishing a positive safe working environment which enable teachers to teach and pupils to learn.

There are four strands to this approach to learning which outline our expectations regarding behaviour routines before during and after lessons in college. All staff and pupils are expected to follow these ensuring that a consistent, clearly understood approach to learning takes place.

Strand One: College Protocols - this outlines our expectations around the College.

- All Staff ensure a calm atmosphere around the building
- Encouraging respect for our college environment
- Our college etiquette
- Encouraging respectful behaviour

Strand Two: At the Start of the Lesson - these detail the expectations that all staff should insist upon at the beginning of the lesson.

- Establishing the teacher pupil relationship
- Setting the tone for learning
- Ensuring all pupils are ready for learning
- Introduction to the learning

Strand Three: During the Lesson - this incorporates our expectations of Teaching and Learning, the detail of which is included in the teaching and learning section of this handbook.

- Ensuring engagement
- Assessing pupils' progress
- Celebrating success
- Addressing interruptions

Strand Four: As the Lesson Concludes - these details the expectations that all staff should insist upon at the end of the lesson, including the exit arrangements for pupils.

- Reviewing learning

- Independent learning
- Ensuring readiness to continue learning
- Ensuring an orderly dismissal

The table on the next page illustrates our high expectations in detail:

CONSISTENCY ACROSS THE COLLEGE



The Ellesmere Port
C of E College



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COLLEGE PROTOCOLS

All staff ensure a calm atmosphere around the building
Staff to be visible on the corridor during lesson transition.
Pupils must move to lesson with purpose following the one way system.
When pupils are escorted to assembly, or the drill, they must be in single file and in silence.

Encourage respect for our College environment
All adults model positive behaviour and manners based on Christian Virtues.
Everywhere is a graffiti free environment. Classrooms are tidy and free from any litter.
Repairs are reported to your line manager.

College etiquette
Teachers take every opportunity to reflect our moral virtues.
Mobile phones must be switched off before entering the building.
Displays reflect the College's moral virtues.

Encourage respectful behaviour
Creating a culture that is inclusive and calm. Communication is respectful.
Staff ensure pupils stand when the Senior Leadership Team and visitors enter the classroom.
Pupils arrive to lessons promptly in full uniform.
Pupils take blazers off only when given permission.
Students use 'STEPS' in order to ensure they are polite and respectful at all times.

AT THE START OF THE LESSON

Establish the teacher - pupil relationship
Teacher greets the class and checks uniform before entering the classroom.
All pupils line up outside their designated classroom.
Pupils enter the classroom in single file when invited by teacher at the door.

Set the tone for learning
Pupils stand behind their desks in line with the seating plan.
Pupils sit down when told to do so by their teacher.
Period 1 begins with a prayer. Period 5 ends with a prayer.

All pupils ready to learn
Planners and equipment on desks.
Lesson is planned to start promptly and follows the Learning Programme.
Date and title written in exercise book in line with Exercise Book Policy. The top left corner should indicate if the work is Classroom or Homework.
Take the register: pupils respond with 'Yes Sir / Yes Miss'.
Retrieval Practice takes place.

Introduce the lesson
Prior learning contextualises the lesson objectives.
The teacher explains the learning for the lesson to the pupils.

DURING THE LESSON

As the lesson progresses
Ensure high levels of engagement.
Encourage and praise positive attitudes to learning.
Pupils are shown what 'good' looks like. Ensure the curriculum is accessible to all.

Assessment for Learning
Pupils demonstrate their learning.
Continuous assessment and feedback should take place, including targeted questioning.
Ensure opportunities to refer back to the literacy non-negotiables and key words for the week of the LP are taken within the lesson.

Celebrate Success
Reward positive behaviour using ClassCharts.
Use pupil names and make comments which recognise specific areas for praise.
Teachers take every opportunity to praise evidence of our moral virtues.

Address interruptions to learning
Reward positive behaviour and record on ClassCharts and challenge poor behaviour and record on ClassCharts.
Pupils should not leave the classroom unless it is an emergency.
Pupils should wear the teacher's yellow lanyard if they are given permission to leave the room.

AS THE LESSON CONCLUDES

Revisit and Review the Learning
Re-visit the learning objectives.
Allow time for an effective plenary.

Ensuring Independent Learning
Collect homework from previous lesson and explain the homework being set.
Allow pupils time to record homework in their planners (eg: LP1/4).

Ensure readiness to continue learning
Pupils stand behind their desk in silence waiting to be dismissed.
Check uniform before pupils leave the classroom.

End lesson in an orderly manner
Dismiss pupils promptly, one row at a time, in single file.
At the end of Period 5, the teacher escorts the class in single file to their exit.

'To act justly, to love with mercy and to walk humbly with our God' - Micah 6:8

Consistency Across the College underpins explicitly our expectations and standards for all with our pupils within The College. These standards are not just curriculum bound but extend to all conduct and so are explicitly embedded within our Pastoral approach.

Pastoral Care

Pastoral Care at EPC is designed in such a way to ensure that all pupils are individually known and supported by as many staff as possible which further supports the pupils' ability to flourish. We aim to ensure that pupils are truly valued, have worth and are an important part of our community. It also means that pupils are involved in an ongoing dialogue. We work hard to provide a safe environment where pupils feel included in every aspect of college life and comfortable to voice their opinions about their participation and progress as they aspire to be more.

The Principal is assisted in the planning and delivery of pastoral care by a team which includes the Senior Leadership Team, Heads of Learning, Learning Coaches and Form Tutors.

Senior Leadership Team – The Senior Leadership Team have the strategic overview for all pupils in the College. The Senior Leadership Team ensure that pupils receive the support they require to progress academically and socially. They the next layer of academic and social support from the Head of Year, Form Tutor and Learning Coach.

Heads of Learning – Heads of Learning have a strategic overview of their year group supporting children's progress academically and socially. Heads of Learning manage Learning Coaches and Form Tutors to ensure all pupils receive the support they need. They the next layer of academic and social support from the Form Tutor and Learning Coach.

Learning Coaches - Learning Coaches are non-teaching members of staff who support children pastorally throughout their journey at The College. They the next layer of academic and social support from the Form Tutor.

Form Tutors - A Form Tutor is the first point of contact for pupils to review their academic progress and provide support both academically and socially.

Attendance Officer - The Attendance and Welfare officer provides support to pupils and families in breaking down barriers to attending school. The Attendance Officer works in conjunction with all of the above roles.

The School Day

The College Day begins at 8.30am. Academic Review takes place for 30 minutes in the middle of each day and it is an opportunity for staff and pupils to spend time in prayer and reflection and for form tutors to monitor the progress pupils are making. It is an opportunity for form tutors to get to know their pupils in a pastoral setting and to develop a holistic view of all aspects of the pupil's life.

The role of the form tutor is central to the smooth running of college routines and for the best possible education and care of pupils. They are the daily point of contact with the pupils and have a unique opportunity to shape and mould their form in tune with the ethos and vision of the college community. A daily uniform and appearance check is carried out to ensure the highest of standards are maintained. Assembly is a weekly timetabled event for every year group where we celebrate success and share collective worship.

College Council

We work hard to provide a safe college where pupils feel included in every aspect of college life and comfortable to voice their opinions. An important aspect this is the role of the College Council. The College Council meet every learning programme to discuss and provide feedback on key areas of college life. Pupils are elected by peers to ensure that representation is student-led.

The agenda for meetings is set by the Sixth Form leadership team and pupils from every tutor group provide feedback on discussion points via their form representative. Whole college council meetings provide an opportunity to gather feedback from all year groups and ensure that we are able to implement changes on both a whole-school and year-group specific level.

Feedback is shared at SLT meetings via a Sixth Form College Council representative. Following actions by SLT, Sixth Form Student Leaders attend assemblies to inform pupils of the impact of their feedback. This process enables pupils to see how their voice has been used to implement change and empowers young people to feel part of decision making in the college.

Overview of our Rewards System

We have many ways in which we reward and encourage pupils to do the right thing. Our rewards system celebrates positive attitudes to learning and ensures all pupils have the opportunity to have their efforts and achievements recognised in line with our moral virtues. This encourages our pupils to flourish.

Examples include:

FFET Awards – this unique programme of achievement recognises the learning, attitude, and engagement of our pupils during their time at The College and any personal endeavours outside of school. Through the FFET Awards, pupils are actively encouraged to take part in a set series of bronze, silver and gold challenges at foundation, intermediate, masters and graduate levels which develop their social and cultural capital experiences.

Pupils receive a series of points and further points from ClassCharts to build towards a certificate of recognition for each level, graduated lapel badge and an experience trip to recognize their hard work and endeavours.

Graduation – pupils whose achieve their FFET Award are invited to attend a ceremony in recognition of their achievements at the end of every term.

Awards Evening - We also encourage the recognition of sustained achievement and effort by individual pupils through the presentation of a range of awards at the Annual Awards Evening, where achievements are celebrated in a public forum with parents, staff, governors, and a guest speaker.

Rewards Assemblies - To celebrate success and reward achievement, pupils will attend a Rewards Assembly at the end of each Learning Programme. This is an important highlight of the calendar for both pupils and their teachers. Certificates and prizes are awarded for attendance, punctuality, FFET Awards (centred around the 8 moral virtues and LORIC) and achievement in individual subjects. There are also special Form Tutor awards and Heads of Learning awards.

Principal's lunches - This recognises achievement each Learning Programme based on ClassCharts points.

Principal's letters of commendation.

Senior Leaders' Praise Letter – This recognises the top 20 pupils with positive points from across the school each month.

End of Year Celebration Year 11 and 13 – pupils reaching the end of year 11 / 13 whose effort has met our expectations will be invited to attend the celebration.

Attendance Awards – This recognises pupils who attend college regularly.

Departmental Praise Postcards - a Head of Department may send a praise postcard to celebrate any pupil who has excelled or has demonstrated exceptional work or effort.

Praise Postcards – a teacher may send a praise postcard to celebrate any pupil who has excelled or has demonstrated exceptional college virtues.

Departmental Praise Phone Calls – a teacher may telephone parents to celebrate any pupil who has excelled or has demonstrated exceptional work or effort.

Praise Phone Calls – a teacher may telephone parents to celebrate any pupil who has excelled or has demonstrated exceptional college virtues.

Head of Learning - Afternoon Tea/Breakfast.

Priority 'Fast Pass' lunch.

Weekly Pastoral/Curriculum Awards (Hot Chocolate Friday).

Attitudes to Learning report – ClassCharts points are shared with families termly.

Positive Behaviour Outside of the College – Senior Leadership Team ClassChart points.

As part of our partnership with parents we use an online behaviour tracking system called ClassCharts which enables parents through a secure log-in to monitor their child's attitude to learning. This strengthens our partnership between home and school ensuring that children flourish. We believe in working closely with parents, and one of the key benefits of using ClassCharts is that we are able to securely share pupils' achievement and behaviour report. Both positive and negative behaviours are logged, and this will enable staff to celebrate pupils' success in class, and to intervene where necessary.

Overview of our Sanctions Systems

A sanction may be issued by a member of staff where a pupil does not act safely, respectfully, or responsibly or does not accept responsibility for their actions. When determining the sanction to be issued, the member of staff will consider the pupil's circumstances (including their age and any SEND) alongside the circumstances of the case. The sanction issued will be appropriate to the seriousness of the incident taking those factors into account. Sanctions will generally be part of a graduated response to incidents of inappropriate behaviour, although there may be occasions where the serious nature of an incident requires a greater sanction to be issued. Restorative justice and forgiveness is integral to this.

Examples of graduated response could be as follows (although this is not an exhaustive list):

Level 1: Low level, challenging behaviour dealt with by classroom/form teacher and any member of staff where the behaviour is outside the classroom using a range of appropriate strategies/sanctions and restorative justice / forgiveness (note in planner, moving seat, loss of 'free time', detention with class/form teacher, affirmative intervention, BIP, Head of Department phone call).

Examples: Chatty/noisy in the classroom, disrupting others, distracting others, silly behaviour,

running/shouting in corridors, poor uniform and appearance, dropping litter, not following the one-way system.

Level 2: Moderately challenging behaviour dealt with by classroom/form teacher and any member of staff where the behaviour is outside the classroom using a range of appropriate strategies/sanctions and restorative justice / forgiveness (detention with Head of Department/Learning, BIP, Head of Department phone call).

Examples: Persistent disruption to learning, health and safety risk, persistent lateness, repeated lack of work, repeated refusal to follow classroom instructions, persistent arguing back.

Level 3: High level challenging behaviour dealt with by Senior Leader/Head of Department/Learning using a range of appropriate strategies/sanctions and restorative justice / forgiveness (detention, Emmaus centre, suspension, permanent exclusion).

Examples: Refusal to cooperate with Senior Leader, Head of Department or Head of Learning, aggressive behaviour, smoking, vaping, drugs, alcohol, homophobic/racist remarks, fighting, defiance, extreme haircut, health and safety risk, e-safety risk.

It is expected that if a pupil is issued with a sanction, they complete it. This is about pupils being responsible for their own behaviour, actions and learning. If a pupil fails to complete a sanction then further support and/or sanctions will be issued at the discretion of the principal. The sanction will work in conjunction with restorative justice / forgiveness.

Behaviour outside of the College gates

Where unsafe, disrespectful or irresponsible behaviour occurs outside of The College, an appropriate sanction will be given, in line with the 'Overview of Our Sanctions System'. This is particularly in relation to violent conduct e.g. a physical assault or bullying incidents. Pupils are encouraged to wear their college uniform correctly when travelling to and from The College and must not be involved in behaviour that could adversely affect the reputation of The College. The expectations of pupils behaving safely, respectfully, and responsibly apply to college trips and visits and the same sanctions will be used if necessary.

Reintegration Meetings

Parents/carers will be expected to attend a reintegration meeting following a temporary suspension. The purpose will be to discuss the suspension and a way forward for the pupil with the aim of modifying their behaviour so they are safe, respectful and responsible. This forms part of the restorative justice process.

Reporting to Parents

Consequences, sanctions and temporary suspensions will also be reported on Attitude to Learning reports issued to parents.

Prohibited items

Children should only bring in equipment to support their learning. The items below are prohibited on the college site.

- Knives or weapons
- Alcohol

- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images

Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

If a child is suspected to be in possession of any items that may harm themselves or others then a search will be carried out. Searches will only be carried out by a member of staff who has been authorised to do so by the principal, or by the principal themselves. There will be another member of staff present as a witness to the search.

Permanent Exclusion

A permanent exclusion can be issued by the principal for extreme violation of our expectations of pupils to be safe, respectful or responsible. Whilst this list is not exhaustive, the following are examples of behaviour which can result in permanent exclusion:

- serious actual or threatened physical assault against another pupil or a member of staff
- sexual harassment, sexual abuse (including online) or sexual violence
- supplying an illegal drug
- possession of an illegal drug with intent to supply
- carrying an offensive weapon (items judged by the principal to be carried with the potential to inflict injury on another individual)
- making a malicious serious false allegation against a member of staff
- potentially placing pupils, staff and members of the public in significant danger or at risk of significant harm
- persistent disruption and defiance including bullying (which could include racist or homophobic bullying) or repeated possession and/or use of an illegal drug or drug paraphernalia on school premises
- deliberate activation of the fire alarm without good intent
- repeated or serious misuse of the College computers by hacking or other activities that compromise the integrity of the computer network
- repeated verbal abuse of staff
- any other offence not listed but is, in the opinion of the principal, so serious that it warrants a permanent exclusion.

Discretion

No behaviour policy can cover all eventualities. The principal reserves the right to use their discretion, in line with this policy, to help EPC pupils make better choices. If pupils find it difficult to meet our high expectations of being safe, respectful or responsible, we will support them through appropriate reasonable adjustments and interventions. Consideration will be given as to whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, the college will consider whether a multi-agency assessment is necessary.

Reasonable Adjustments

Where appropriate, we will make reasonable adjustments for pupils, including those with special educational needs and/or disabilities, whose specific needs mean that they find our high expectations difficult to meet. A reasonable adjustment never means that we lower our expectations. It means that some pupils need additional support to ensure that they meet the high expectations that we have for all

of our pupils. We will support pupils to be safe, respectful and responsible in order to make progress by offering support, training, advice, and other interventions to help them.

Part-time timetables

The Principal, in limited circumstances, may make use of a part time timetable to support a pupil where necessary. This will be for a limited time and will be agreed with parents.

Additional Provision

This may include the following:

The Emmaus Centre - This provision, within The College, offers opportunities for pupils with more challenging behaviours to be supported to modify behaviours that are preventing them from reaching their potential. This is a bespoke provision, which also ensures that pupils do not fall behind academically. It is named to reflect the reconciliation journey we encourage pupils to reflect upon. Pupils will sometimes make the wrong choices and it is our job as Christian educators to help them reflect on how they might approach things differently next time. The Emmaus centre is named to reflect its purpose. This is displayed in the window for the pupils to reflect on:

After his resurrection, Jesus appeared to two disciples who were walking together on the road to Emmaus. They didn't recognise him, but he helped them see how the scriptures pointed to himself as the Messiah. Even though we don't see Jesus and even when it seems like all hope is lost, Jesus is still at work in our lives. "Lord is risen indeed."

Luke 24:34

The Aspire Centre - The Aspire Centre is our main resource where our team of Teaching Assistants work from, alongside teaching staff. The Aspire Centre is dedicated to meeting the needs of all children. The staff within Aspire Centre support pupils' learning opportunities, through using this bespoke environment, we aim to develop the holistic needs of all the pupils who access the Centre. The Aspire Centre follows the same curriculum delivery as timetabled lessons.

Child on Child abuse

The Ellesmere Port Church of England College will not tolerate Child on Child abuse. Please refer to our Safeguarding and Anti-Bullying policies for further information.

Links to other school policies

This Policy will be read in conjunction with other policies regarding the safety and welfare of children. These together make up the suite of policies to safeguard and promote the welfare of children in this school.

The policies listed below are all available on the College website:

- [Child Protection and Safeguarding Policy](#)
- [Staff Conduct Policy](#)
- [Anti-Bullying policy](#)
- [Behaviour policy](#)
- [Sexual Violence and Sexual Harassment in Schools policy](#)
- [Equality and Diversity Policy](#)
- [ICT Acceptable Use Policy](#)

- [Whistleblowing Policy](#)
- [Managing allegations against staff Policy](#)
- [E-Safety Policy](#)
- [First Aid Policy](#)
- [Attendance and Punctuality Policy](#)
- [Relationships and Sex Education](#)
- [Safer Recruitment](#)