



ENEMY OF BOREDOM

BEHAVIOUR

P O L I C Y



Approved by

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Last reviewed

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Next review

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Aims

At EOB we aim to:

1. Create a culture of positivity and role models, ensuring that all students have the opportunity to learn in a calm, safe and supportive environment
2. Establish an approach to maintaining high standards of behaviour that reflect our values and classroom environments.
3. Acknowledge individual student's needs whilst ensuring all student's learning is not disrupted
4. Provide an environment where students feel safe and want to attend
5. Provide positive role models supporting equality and diversity
6. Promote positivity and reward positive behaviour

ROLES



The Director

The director is responsible for:

1. Reviewing this behaviour policy in conjunction with the Headteacher
2. Monitoring the policy's effectiveness
3. Holding the Headteacher to account for its implementation



The Headteacher

The Headteacher is responsible for:

1. Reviewing this policy in conjunction with the director of EOB.
2. Ensuring that the school environment encourages a calm environment
3. Ensure all staff are role models
4. Monitoring that the policy is implemented by staff consistently with all students
5. Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
6. 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
7. Review the data from the behaviour log regularly, to make sure that no groups of students are being disproportionately impacted.
8. Monitor data and reports whilst liaising with other sites to create clear and precise results and monitoring outcomes.



Tutors and Staff

Staff are responsible for:

1. Creating a calm and safe environment for students that encourages them to be engaged
2. Establishing and maintaining clear boundaries of acceptable pupil behaviour by adopting consistent approaches to behaviour.
3. Developing a positive relationship with students
4. Establishing clear routines



5. Implementing the behaviour policy consistently, if any issues arise liaise with the Head of Academy
6. Communicating the setting's expectations, routines, values and standards through teaching behaviour and in every interaction with students
7. Modelling expected behaviour and positive relationships
8. Providing a personalised approach to the specific behavioural needs of particular students
9. Considering their own behaviour on the setting culture and how they can uphold setting rules and expectations
10. Recording behaviour incidents promptly
11. Conclude the day positively and start each day afresh
12. Ensure equal opportunities for all including fair representation within resources
13. Monitoring students and other staff behaviour in line with equality and diversity policy



Parents and carers

Parents and carers, where possible, should:

1. Get to know the setting's behaviour policy and reinforce it at home where appropriate
2. Support their child in adhering to the setting's behaviour policy
3. Discuss any behavioural concerns with the student referral provider promptly
4. Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)
5. Raise any concerns about the management of behaviour with the setting directly, whilst continuing to work in partnership with the setting

The setting will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour through the student referral partner.



Students

Students will be made aware of the following during their induction into the behaviour culture:

1. The expected standard of behaviour they should be displaying at the setting
2. They have a duty to follow the behaviour policy, enabling their peers to learn



3. That there is zero tolerance in discriminating against others (as per equality and diversity policy) and how to report any concerns
4. The setting's key rules and routines
5. The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard

Students are expected to:

1. Behave in an orderly and self-controlled way
2. Show respect to members of staff and each other
3. In class, make it possible for all students to learn
4. Treat the buildings and property with respect
5. Accept sanctions when given
6. Refrain from behaving in a way that brings EOB into disrepute, including when off site or online
7. Follow a school-like structure in regards to moving to different classrooms for different activities to aid studies throughout the day.

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all students can meet behavioural expectations in the curriculum.

MOBILE PHONES

Pupils are allowed to have mobile phones with them on-site though they should be turned off and only used outside of class time. This mitigates the risks of distraction, disruption, bullying and abuse. There will be exceptions to the rules due to each student's individual profile and these will be dealt with on a case by case scenario. Should a student be allowed their mobile phone on during class time then they must only be using it to message their 'safe adult'.

EOB are not liable in the event of loss or damage.

RESPONDING TO BEHAVIOUR

We believe that to get the best out of our students we need them to feel safe and nurtured. As such we emphasise the importance of positive praise. Staff treat students with mutual respect and recognition of them in this world as 'young adults'. To reinforce our culture and ethos, positive reinforcements and rewards will be applied clearly and fairly.



Positive behaviour will be rewarded with:

1. Verbal praise
2. Communicating praise to parents/referral partner via a phone call or written correspondence
3. Inviting parents/referral partner in to see good work
4. For students on Level 2 and Level 3, introduce the concept of a 'buddy' system where a willing student will be able to support a student in Level 1 to offer peer support and guidance.

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour. This is in relation to face to face and online conduct.

De-escalation techniques can be used to help prevent further behaviour issues arising, such as the use of sensory toys or 'brain-breaks' and these should be used in the first instance.

All students will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account. When giving behaviour sanctions, staff will also consider what support could be offered to a student to help them to meet behaviour standards in the future.

A behavioural sanction will be given if the behaviour demonstrated is affecting the learning or well-being of other students and will take the form of:

1. A verbal reminder of the expectations of behaviour
2. A three strike system - three verbal reminders of the behaviour expectations means leave the room until you are capable of behaving appropriately again.
3. Students will be encouraged at this point to have a drink and snack (support from emotional burnout).
4. Email or phone call home to the referral partner
5. Exclusion should the behaviour not change on return to the classroom. Permanent exclusions, in the most serious of circumstances

Any of the above will be recorded as pastoral notes.

Personal circumstances of the student will be taken into account when choosing sanctions and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.



CONFISCATION, SEARCHES, SCREENING

Searching, screening and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).



Confiscation

Any prohibited items from this list found in a student's possession as a result of a search will be confiscated and not returned: knives and weapons; alcohol; illegal drugs; stolen items; any article that the member of staff reasonably suspects has been, or is likely to be used: to commit an offence, or to cause personal injury to, or damage to property of; any person (including the pupil); tobacco and cigarette papers; fireworks; pornographic images. found in a pupil's possession as a result of a search will be confiscated.

Energy drinks are banned and will be confiscated if brought to campus as these are detrimental to students' health and focus.

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.



Searching a student

Searches will only be carried out by a member of staff who has been authorised to do so by the designated safeguarding lead, or by the designated safeguarding lead themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

1. The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
2. In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; **or**
3. It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness they should immediately report this to another member of staff, and ensure a written record of the search is kept.



If the authorised member of staff considers a search to be necessary but is not required urgently, they will seek the advice of the designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the student. During this time the student will be supervised and kept away from other students.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the student is in possession of a prohibited item or any item identified in the school rules for which a search can be made.

An appropriate location for the search will be found. Where possible, this will be away from other students. The search will only take place on EOB premises.

Before carrying out a search the authorised member of staff will:

1. Assess whether there is an urgent need for a search
2. Assess whether not doing the search would put other students or staff at risk
3. Consider whether the search would pose a safeguarding risk to the student
4. Explain to the students why they are being searched
5. Explain to the student what a search entails – e.g. I will ask you to turn out your pockets and remove your scarf
6. Explain how and where the search will be carried out
7. Give the student the opportunity to ask questions
8. Seek the student's co-operation

If the student refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact the referral partner to try and determine why the student is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the student. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the student harming themselves or others, damaging property or from causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 3.

An authorised member of staff may search a student's outer clothing, pockets, possessions, desks or lockers



Outer clothing includes:

1. Any item of clothing that is not worn immediately over a garment that is being worn wholly next to the skin or being worn as underwear (e.g. a jumper or jacket being worn over a t-shirt)
2. Hats, scarves, gloves, shoes, boots



Searching students' possessions

Possessions means any items that the student has or appears to have control of, including:

1. Desks
2. Bags

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for the above prohibited items.

Two members of staff must be present when searching students property. If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

Any search should be reported and kept on file with details of:

1. Date and time of search
2. Reasons for the search
3. What happened
4. What was found, if anything
5. What has been confiscated, if anything
6. What action has been taken, including any sanctions that have been applied to the student



Restraint

Enemy Of Boredom has a policy never to use restraint, we are careful in the referral process to make sure we have students that we can look after and manage. Please see Students Absconding from the setting policy for more information.



Strip searches

The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on EOB premises shall only be carried out by police officers in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C.



Off-site Complaint

If the setting receives a complaint from an external party relating to negative behaviour from students then sanctions will be applied.

A phone call will be made to the student referral partner and provision will be adapted to the situation. This may involve privileges of going off site during setting hours being revoked or days of provision being moved.



Safeguarding

The setting recognises that changes in behaviour may be an indicator that a student is in need of help or protection.

We will consider whether a student's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. It may also be a case of tweaking the individual learning plan for that child.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.