

EAST LONDON ARTS & MUSIC



THE INDUSTRY ACADEMY

# Trainee Behaviour Policy

## 2022-23

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## 1) INTRODUCTION

This policy describes ELAM's approach to developing a culture of respect to ensure that all Trainees are motivated to excel by creating a safe, supportive and consistent teaching and learning environment. At every level, this policy is centred on ELAM's core values, which are integral to the successful transition of our Trainees to employment and higher education.

We are committed to ensuring that Trainees learn and develop in a safe, purposeful and motivating environment that supports them to make excellent progress with their learning and transition to industry or higher education. We are ambitious for our Trainees and believe they all have the potential to be great successes in the creative industries. We, therefore, take behaviour very seriously and maintain high expectations so that our young people can truly fulfill their potential.

It is through our behaviour expectations and systems that Trainees are able to learn well and without distraction, to forge positive relationships in a happy and supportive environment and to practice and develop the important skills and attributes that will be expected of them in industry.

## 2) TRAINEE CONTRACT

On admission to ELAM, Trainees are required to read and sign [The ELAM Trainee Contract](#) which outlines **the ELAM Essentials** (see section 3) as well as **five legal non-negotiables** (see section 4).

Trainees will have the contract explained to them during the Year 12 induction process, their understanding of its terms will be checked and they will be asked to sign it. The terms of the contract will be revisited throughout the year to ensure that expectations are known and understood by all. The Pastoral Team may use the contract to underpin and bring focus to behaviour meetings and support sessions.

## 3) THE ELAM ESSENTIALS

**The ELAM Essentials** are the 'industry ready' behaviours that we expect of Trainees during their time with us. These expectations underpin our approach to behaviour and they will support Trainees to make excellent progress with their learning, make the most of the opportunities available at ELAM and step into industry as highly-skilled, reliable and professional individuals.

### 1. Attend all sessions, on time

- Attend all scheduled sessions, assemblies, opportunities and Tutor time
- Be on time to sessions
- Remain in your session unless you have been given permission by the session leader to leave

In the industry, you will be expected to arrive on time to meetings, screenings, performances, sessions and soundchecks. You will likely be working as part of a production team or group and it is important that you can be relied upon and that you do not let other members of the team down. If you are late or miss a session, this might create a bad impression and possibly risk future partnerships or opportunities. Missing sessions will have a detrimental impact on your progress and development.

### 2. Engage fully with learning and opportunities

- Focus and try your best in all sessions, meetings and opportunities.
- Listen attentively to those speaking and ensure earphones have been removed.

- Mobile phones/devices should be out of sight unless you have been given permission to use them by your teacher/session leader.

In the industry, you will be expected to demonstrate a good work ethic. Showing commitment to your projects, working hard and engaging positively with colleagues. During meetings and pitches, you will need to show that you are actively listening and engaged.

### **3. Show respect for the community**

- Treat all members of the ELAM community with respect and kindness.
- Use appropriate language and engage positively with staff, visitors and other Trainees in sessions, around the site and via online platforms.
- Respect difference and be conscious of, and sensitive to, those who may hold beliefs and opinions that are different to your own.

In the industry, you will be expected to show respect for your colleagues and to communicate in a manner that is professional and courteous. You will also be expected to work positively alongside a diverse range of people, from different backgrounds and with different beliefs.

### **4. Show respect for the environment and facilities**

- Do not consume food or drink (with the exception of water) in classrooms or specialist spaces.
- Put rubbish in the bin and do not litter.
- Do not smoke or vape anywhere on site, including directly outside of the main gate.

These important expectations will ensure that your state of the art resources and equipment remain in good working order and that the ELAM environment is inclusive, safe and welcoming for all.

In the industry, it is common practice that food and drinks are prohibited from studios, performance spaces and edit suites. You will be expected to look after the equipment and spaces available. It is also illegal to smoke in the workplace and you will be expected to follow any rules or restrictions around smoking in the industry.

### **5. Wear your Trainee ID and appropriate dress**

- Wear your ELAM lanyard and Trainee ID at all times.
- Hoods should be down and balaclavas should not be worn on site, this is to ensure that all members of the community can be easily identified.
- Underwear should not be on show.

We celebrate individual identity and encourage Trainees to express themselves through their appearance, whilst acknowledging that ELAM is a place of learning for young people, and that these important safeguarding expectations should be understood by all.

When working at events or as part of a production team, you will likely be required to wear a staff or artist lanyard. Most industry organisations also have dress codes and will expect, in line with their safeguarding and security policies, to be able to identify everyone on site.

## 4) THE LEGAL NON-NEGOTIABLES

The following legal non-negotiables are taken from the ELAM Trainee Contract.

### **A. Attendance & Punctuality**

You have a responsibility to attend all lessons or sessions on time. You should attend daily afternoon Tutor time and weekly assemblies, even if you do not have afternoon lessons. Persistent absence, truancy or lateness will be investigated and may result in the termination of your contract. If you will be absent, you must (via a parent/carer) notify the college by 8.30am on the day of your absence. If you have a planned commitment outside of college, you must alert ELAM as soon as possible using the Trainee Commitment Form and get approval in advance. You have a responsibility to inform the college about any other work or industry commitments, or contractual obligations that you may have, that may affect your attendance at college or your ability to complete the work set.

### **B. Safeguarding**

You must adhere to ELAM's Safeguarding Policy and you should not act in a way that puts yourself or others at risk of harm - failure to do this may result in the termination of your contract. This includes refusal to wear your ID badge, bringing people onsite without permission, falsifying/concealing your identity or failing to report a potential safeguarding concern. This also includes any behaviour which is purposefully putting the ELAM community at risk of infection by refusing to follow Covid-19 guidelines. You have a responsibility to report concerns relating to your own safety and the safety of others. You also have a responsibility to ensure that we hold correct and up to date contact information for you, your parents/carers and any emergency contacts. Any changes to these details should be communicated to the Attendance Officer or your Tutor.

### **C. Illegal Activity**

Any illegal activity, weapons or substances onsite (including alcohol) will result in the termination of your contract in line with ELAM's Behaviour Policy. Any illegal activity outside of ELAM that brings harm to the community or the organisation's reputation will also be dealt with seriously and may result in the termination of your contract.

### **D. Discrimination, Bullying and Abusive behaviour**

Any reported discrimination, bullying or abusive behaviour will be taken seriously and investigated in line with ELAM policies and may result in the termination of your contract. This includes, but is not limited to: homophobic, transphobic, racist or sexist/sexualised language or comments, either in person or online.

### **E. Misuse, Destruction or Theft of Property**

You must use ELAM's ICT systems and the internet responsibly and for educational purposes only. In addition, you must use your mobile phone/smart technology responsibly and appropriately and ensure that they are not used to:

1. Bully, intimidate or harass anyone. This includes bullying, harassing or intimidating trainees or staff via:
  - a. Email
  - b. Text/messaging apps
  - c. Social media
2. Send or receive anything that may be criminal. For instance, by 'sexting'.
3. View or share inappropriate or other harmful content.

4. Access any inappropriate websites or other inappropriate material or use inappropriate language when communicating online.

Defacement, destruction or theft of ELAM equipment or property will be dealt with seriously and may result in the termination of your contract as well as other possible legal consequences.

## 5) TRIPS, VISITS AND INDUSTRY ENGAGEMENT

We expect our Trainees to model professional behaviours when on ELAM trips, visits or when engaging in industry opportunities and interacting with partners. Trainees will, therefore, be expected to meet the expectations outlined in this policy when taking part in such activities. Trainees should take pride in representing ELAM and should demonstrate this through positive and professional behaviours.

ELAM reserves the right to exclude a Trainee from any trips, visits or opportunities should there be concerns about their behaviour.

## 6) VALUES

We are committed to the holistic development of all our Trainees and ensure that they leave ELAM not only highly qualified and skilled, but that they also have developed the character traits and personal attributes that will lead to successful and happy adult lives.

Our core values have been chosen as a result of extensive consultation with our industry partners who have identified these as the values and attributes required for success within the creative industries. In addition to supporting transition into employment, these values have also been identified as those that will support Trainees to lead successful, happy, and purposeful adult lives.

Trainees learn about and engage with our core values throughout their time at ELAM, including during Tutor time, assemblies, Values Awards and through the delivery of our curriculum. Associating all behaviours with our values when communicating about behaviour can help bring the values to life for Trainees and embed them more deeply into everyday life. The following table illustrates how Trainees can exemplify the core values in their work, behaviour and through their relationships at ELAM.

### ELAM Values in Action

Inquisitive	Reflective	Dependable
I ask appropriate questions to deepen my understanding	I ask for feedback from my teachers and peers and improve my work based upon it	I am always present and on time
I ask for help if I need it	I am able to admit fault and learn from my mistakes	I always hand my work in on time, to the best of my ability
I am open minded, experimental and looking for ways to broaden my horizons and step out of my comfort zone	I set myself goals and monitor my progress towards achieving them	I am consistent with the standard of my work and my behaviour
I am always looking to broaden my cultural capital	I am able to talk analytically about my work	If I say that I am going to do something, I can be trusted to do it
If I don't know the answer to something, I research to find it out myself	I am aware of my strengths and weaknesses	I look to take on additional responsibilities where I can
I am not afraid of trial and error and I am happy to learn from my mistakes	I think carefully before I speak or act	I follow instructions well

Resilient	Independent	Collaborative
I have a positive attitude	I don't always need to be told what to do, I take the initiative myself	I am a good communicator (verbal and written)
I concentrate on developing my physical and mental health	I display confidence in my abilities	I am supportive of others
When I get negative feedback, I use it to improve	I am able to focus and not allow myself to be easily distracted	I have a strong work ethic and do my fair share in a group
I am open to and communicative about what support I need	I am motivated to go above and beyond what is expected of me	I am able to work in a team well and help bring out the strengths in others
I am determined about achieving my goals	I am always well organised	I well with a diverse range of people, including those that have different beliefs and opinions to my own
I understand that 'getting it wrong' is an important part of learning and improvement	I am able to communicate my ideas and my vision clearly	I am able to adapt quickly and easily to different roles

## 7) REWARDS AND RECOGNITION

At ELAM we enable and support Trainees to develop good personal habits and to demonstrate excellent behaviour through positive reinforcement, rewards and recognition.

Staff members are encouraged to verbally praise Trainees for their efforts, kindness and positive behaviour on a daily basis. We believe in the power of praise and understand that it is through this regular recognition and celebration of success that we will create a culture of high standards and see the behaviour we expect of all Trainees.

Rewards and recognition can also be offered in the following ways:

### HIGH-FIVES

High-fives are awarded to Trainees for positive behaviour. They can be awarded by any member of staff, at any time, and should be recorded on Arbor. When a high-five is issued, Trainees' parents/guardians will receive an email to inform them. Trainees can view their high-five count via their My Live Report. Staff are encouraged to give high fives consistently as they see good behaviour or the modelling of our values on a day-to-day basis.

### SHOUT-OUTS

Shout-outs occur once a week in assembly and they are awarded to Trainees who have demonstrated the ELAM core values. Trainees' achievement will be recognised and celebrated in front of their year group. Any member of staff can nominate a Trainee for a shout-out but the nomination has to be agreed by the whole staff body. Gaining a shout-out is a mark of considerable achievement.

### VALUES AWARDS

Values Awards take place every term. These awards are for exceptional Trainees who have consistently demonstrated the ELAM values. These awards are recognised in front of the whole ELAM community.

### PRIVILEGES & OPPORTUNITIES

When we have a privilege or wider opportunity to offer to Trainees we will always be looking for Trainees who have consistently demonstrated our values and positive behaviour. We keep a record of high-fives, shout-outs and awards as well as other factors like attendance, punctuality and coursework completion.

## 8) TRAINEE SUPPORT AND DEVELOPMENT

We are committed to supporting and developing Trainees so that they are able to practice and demonstrate the professional behaviours that are expected of them at ELAM. We do this through the following:

### HIGH QUALITY CURRICULUM & TEACHING

We are focused on providing Trainees with the very best learning experiences. Our talented subject leads and teaching staff will plan and deliver an ambitious, relevant and engaging curriculum that provides opportunities for positive engagement and for Trainees to develop and practice positive professional behaviours.

### ENGAGEMENT WITH PARENTS

We work positively and in partnership with parents/carers and rely on them to reinforce our expectations for their child/young person and support us in our efforts to help a Trainee with their behaviour or conduct. This will include attending parents' evening events and any additional behaviour or review meetings with subject or pastoral staff. Parents/carers will also be informed of any behaviour concerns or incidents as they arise via our Pastoral Team and our regular reporting systems.

### PROFESSIONAL BEHAVIOURS COACHING

Trainees who require additional support and monitoring with regards to behaviour may benefit from using a daily [Professional Behaviours Monitoring Report](#) or from weekly [Professional Behaviours Coaching](#). This process will be led by a member of the Pastoral Team or Senior Leadership Team (SLT) and is designed to provide focused support with measurable indicators for improvement over a two, three or four week period.

### TUTOR SYSTEM

Every Trainee benefits from the support of a dedicated Tutor that they will meet every day and with whom they will develop a positive working relationship. Tutors will get to know Trainees well and will have oversight of their personal and academic progress. Through Tutor time activities and daily registration, Tutors will reinforce our expectations of Trainees and instill within them a sense of personal responsibility for their behaviour and conduct. Tutors are the first point of contact for parents/carers and they will often co-ordinate the initial response to behaviour concerns, in consultation with the Pastoral Team.

### SPECIALIST PASTORAL TEAM

We have a big and talented Pastoral Team who is committed to supporting Trainees with their personal, social and academic progress. In addition to their Tutors, Trainees will be supported by our Assistant Principal - Pastoral & Inclusion, Progress & Development Lead and Trainee Support & Wellbeing Lead. Trainees also have access to our in-house counselling service should they require it.

### PASTORAL CURRICULUM

We promote and reinforce our expectations with regards to professional behaviours through our weekly assemblies and Personal & Professional Development Programme (PPDP) sessions. It is through these activities that we are able to celebrate success collectively and help Trainees to develop personally and professionally.

### INDUSTRY PARTNERSHIPS

Our rich and extensive programme of industry events and opportunities exposes Trainees to real industry professionals and working environments. Our industry partners and mentors are able to model professional behaviours for our Trainees and support them to develop these behaviours and attributes for themselves.

## 9) ROLES AND RESPONSIBILITIES

Each member of the ELAM community has a responsibility to model professional behaviour in order to support our Trainees in developing their own habits and routines for success. All members of staff also have a responsibility to address and/or report any concerning behaviour that they might witness or experience. In



addition to this, there are a range of active roles that we should take to promote our high expectations and standards of behaviour:

### **Classroom teachers and learning support staff**

1. Ensure that lessons and support sessions are engaging and create opportunities for Trainees to participate in a positive way.
2. Set fair and consistent expectations for behaviour from the outset and in line with the ELAM Contract. These expectations should be revisited regularly (this can be done through reminding Trainees of expectations at the beginning of sessions and through the consistent implementation of the [Behaviour Warnings & Escalations procedure](#) - appendix A).
3. Create and update seating plans, where appropriate, that encourage good behaviour and engagement.
4. Consistently praise and celebrate good behaviour in the classroom and through ELAM's rewards and recognition systems.
5. Consistently follow the Behaviour Warnings & Escalations procedure.
6. Log any written warnings or referrals to the Pastoral Team/SLT on Arbor.
7. Seek support from SLT/the Pastoral Team via the 'on call' procedures if a situation requires immediate attention.

### **Heads of Department**

1. Develop a curriculum that is ambitious, relevant, engaging and that seeks to develop positive professional behaviours in Trainees.
2. Support teachers to develop effective behaviour management strategies, guiding them with Trainee specific scenarios and being an additional presence/voice where required.
3. Work with teachers to develop lesson activities and projects that promote positive engagement and professional behaviours.
4. Encourage behaviour specific discussions as part of the lesson observation/feedback process.
5. Attend Behaviour Meetings where required and communicate with parents/carers to reinforce your department's expectations.
6. Collaborate with Tutors, teachers, the Pastoral Team and SLT to tackle emerging issues and Trainee specific concerns.

### **Progress & Development Lead**

1. Be a presence in lessons and around the college, promoting high expectations of behaviour and supporting staff with challenging behaviour.
2. Reinforce expectations and celebrate positive behaviour through assemblies.
3. Respond to 'on call' requests.
4. Monitor and analyse behaviour incident data on Arbor, identifying patterns and emerging themes and strategies for improvement.
5. Work with subject leads to tackle emerging issues and Trainee specific concerns.
6. Work closely with Tutors and wider Pastoral Team to devise and monitor effective strategies for individual Trainees, including having oversight of Professional Behaviours Reports and weekly coaching.
7. Monitor and support those who have been placed on Professional Behaviours Report or who receive weekly coaching.
8. Organise and chair Behaviour Meetings for Trainees who have escalated to this stage.
9. Create and deliver training, in collaboration with Assistant Principal (Pastoral & Inclusion), for ELAM staff on behaviour management.
10. Report to SLT, in collaboration with Assistant Principal (Pastoral & Inclusion), on behaviour updates (including trends, challenges, successes and strategies for improvement).

11. Develop and support Tutors so that they take ownership of their roles and follow the behaviour processes.

### **Trainee Support & Wellbeing Lead**

1. Work with Tutors and the Progress & Development Lead to identify those who may benefit from counselling or other pastoral support.
2. Promote positive professional behaviour through the work of the counselling and pastoral team.
3. Make referrals for further pastoral support where necessary.
4. Communicate regularly with the Progress & Development Lead and Tutor Team to ensure that all colleagues involved in supporting a Trainee to improve their behaviour, have a rounded and detailed view of the Trainee's experience.
5. Work with the Progress & Development Lead and wider staff to identify and develop strategies to support Trainees with improving their behaviour.

### **Tutors**

1. Build a positive community in your tutor group which encourages positive behaviour.
2. Remind Trainees of their commitments to ELAM, as per the Trainee contract.
3. Communicate with parents about positive and negative changes to Trainees behaviour. (e.g. a Trainee has received a lot of high fives, missed out on a shout-out by a small amount, has had specific support measures put in place to support their behaviour).
4. Monitor Trainees who have received written warnings and inform their parents of the outcomes.
5. Monitor and support those who are using Professional Behaviours Reports or who receive weekly coaching.
6. Attend Behaviour Meetings.
7. Act as the central information point for each of your tutees' behaviour journey using Arbor and emails to keep up to date with processes.

### **Assistant Principal (Pastoral and Inclusion)**

1. Be a presence in lessons and around the college, promoting high expectations of behaviour.
2. Ensure that policies and procedures are effective and being implemented across the college.
3. Ensure that adequate training and support is in place for staff to develop effective behaviour management strategies.
4. Respond to 'on call' requests.
5. Attend Behaviour Meetings where required and support the Progress & Development Lead with behaviour incidents that require referral to SLT.
6. Coordinate investigations relating to serious incidents, with support from Vice Principal (Values, Behaviour & Learning).
7. Monitor and analyse behaviour data, identifying strategies for improvement.
8. Track and analyse the impact of interventions and strategies used.
9. Develop and support the Pastoral Team to ensure that behaviour processes are being implemented effectively and are having impact.
10. Authorise the probation period for Trainees who reach this stage and, with the Progress & Development Lead, monitor and support those placed on probation.
11. Report to SLT, in collaboration with Progress & Development Lead, on behaviour updates (including trends, challenges, successes and strategies for improvement). Ensure feedback from SLT is implemented.
12. Report to Governors.

### Vice Principal (Values, Behaviour & Learning)

1. Support the Assistant Principal (Pastoral & Inclusion) to enable excellent Trainee behaviour across the college.
2. Support the Assistant Principal (Pastoral & Inclusion) with the development and implementation of behaviour policies, processes and training.
3. Respond to 'on call' requests.
4. Attend Behaviour Meetings where required and support the Assistant Principal (Pastoral & Inclusion) with behaviour incidents that require referral to SLT.
5. Support the Assistant Principal (Pastoral & Inclusion) with investigations for serious incidents and coordinate any resulting exclusions.

### Principal

1. Respond to 'on call' requests.
2. Act as a balanced and critical eye when Trainees have reached the probation stage of the behaviour process or who may be facing exclusion.
3. Ultimately make decisions about appropriate consequences for Trainees who have repeatedly breached their contractual obligations.
4. Approve any exclusions.

## 10) CONSEQUENCES FOR NEGATIVE BEHAVIOUR

All behaviour concerns or incidents should be addressed calmly and rationally. It should always be the staff member's intention to minimise conflict and maximise co-operation.

We are guided by the ELAM values **inquisitiveness, reflectiveness and dependability** when supporting Trainees to reflect on and improve their behaviour. Whilst some negative behaviours and serious incidents will require an immediate intervention, sanction or exclusion (see [Behaviour Warnings & Escalations](#)), we adopt a restorative approach and seek to identify, understand and overcome any barriers that a Trainee may be facing where appropriate. Through reflection, asking good questions and setting targets for improvement, we aim to support Trainees to improve their behaviour.

We never raise our voices and aim to model the values and behaviours that we expect of our Trainees.

Staff members should follow the [Behaviour Warnings & Escalations](#) procedure when dealing with negative behaviour. This documents lists specific negative behaviours and how staff should respond if a Trainee demonstrates them.

The following table summarises the ways in which staff might respond to negative behaviour. Further details, including follow-up actions, can be found in the Behaviour Warnings & Escalations procedure.

Response	Example of use	Logged on Arbor
Whole class reminder	In class, group meeting, opportunity or assembly, remind all Trainees of expectations.  E.g "Good morning everyone, phones should now be away and out of sight. Thank you"	No
Personal reminder	Where a Trainee hasn't responded to a whole class reminder, or if you notice a negative behaviour in a corridor/communal space, give the Trainee a personal reminder of expectations	No

	<p>and ask them to rectify their behaviour.</p> <p>E.g “I’ve just asked the class to put phones away. Please can you put yours away now?”</p>	
Written warning	<p>Where a Trainee doesn’t respond to a personal reminder, a written warning should be issued and recorded via Arbor. The Trainee should be informed privately that this has been done, in a way that minimises conflict or challenge. Trainees should also be made aware that parents will also be informed.</p> <p>E.g “Because you haven’t responded to my request to put your phone away, I am going to need to record this as a written warning. This means that your parent/carer will be informed and a member of the Pastoral Team will follow-up with you”</p> <p>Written warnings should also be issued for behaviours listed in the Behaviour Warnings &amp; Escalations procedure.</p>	Yes
Pastoral Team referral	<p>Where a Trainee refuses to cooperate, is argumentative or responds negatively to a personal reminder, or if the negative behaviour is repeated within the same session, a Pastoral Team referral should be issued and logged on Arbor. In this scenario, support should be sought from the Pastoral Team via the ‘on call’ system.</p> <p>Pastoral Team referrals should also be issued where a Trainee demonstrates persistently poor behaviour or further intervention is required.</p>	Yes
SLT referral	<p>Where a serious incident or persistent breach of the Trainee contract has taken place, a referral to SLT should be issued and recorded via Arbor.</p> <p>A referral to SLT should also be issued where intervention and support from The Pastoral team has not led to the improvements required.</p>	Yes
Exclusion	<p>Fixed Term or Permanent Exclusion approved by SLT in the event of a serious incident or there has been a serious/persistent breach of the Trainee contract.</p>	Yes

## ON CALL

In the event that a member of staff requires support with behaviour in the classroom or an incident requires immediate attention, they should request support via our ‘on call’ system. The following steps should be followed:

1. Send a message requesting support via the ‘on call’ Google space. Staff should specify the room number that they are in and a very brief note identifying the issue (e.g. **‘Support required in 122 - defiance’**).
2. Receptionist alerts the ‘on call’ team via the radio system, to ensure that the message has been

received and someone is on their way.

3. A member of the 'on call' team will attend.

The following members of staff belong to the 'on call' team:

**Matt Sheldon** - Principal

**Amit Chadda** - Vice Principal (Values, Behaviour & Learning)

**Nathan Lilley** - Vice Principal (Curriculum, Data & Systems)

**Clare Sanders** - Assistant Principal (Pastoral & Inclusion)

**Yansé Cooper** - Assistant Principal (Teaching & Learning)

**Phillip Okai** - Progress & Development Lead

## EXCLUSION

As per the [Behaviour & Warnings Escalations](#) procedure, fixed term or permanent exclusions may be issued where there is a persistent breach of the Trainee Contract or a serious incident takes place.

The duration of any Fixed Term exclusions (FTEs) will reflect the severity of the incident or behaviour demonstrated and will be determined by the Principal.

Once an exclusion has been issued, the Trainee and their parent/carer will receive a formal notification via email and this will be attached to the Trainee's profile on Arbor. The exclusion will also be recorded via Arbor as a behaviour entry.

FTEs are followed up with a post-exclusion reintegration meeting to support the Trainee with a positive transition back into ELAM life and to ensure that they receive the necessary support to improve their behaviour. Trainee, parent/carer, Pastoral Team and SLT will be present.

## PROBATION

Trainees may be placed on probation following an exclusion, serious incident or if there has been a breach of the Trainee contract. Probation will take place for a limited period (which will be determined by a member of SLT/Pastoral Team) during which time the Trainee will be expected to meet an agreed set of conditions. Failure to meet these conditions may result in exclusion.

# 11) SERIOUS INCIDENTS

These are incidents that breach the legal non-negotiables set out in the Trainee contract

The following are examples of serious incidents that will be investigated by SLT and may lead to exclusion, as outlined in the [Behaviour Warnings & Escalations](#) procedure. We have a zero tolerance approach to these behaviours.

- Vandalism/damage to ELAM property.
- Vaping/smoking on site - including directly outside of the main gates.
- Verbal, physical or sexual abuse towards any members of the ELAM community.
- Peer on peer abuse (including sexual harassment/violence, verbal or physical abuse, threatening or intimidating behaviour, bullying, malicious use of online platforms).
- Fighting.
- Aggressive, intimidating or violent behaviour.
- Putting the safety of others at risk.
- Discriminatory remarks or behaviour (eg. racism, sexism, homophobia, transphobia).
- Bringing the organisation into disrepute.
- Theft or fraud.
- Possession, supply or use of a weapon, or anything that is made or used with the intention to injure.

- Possession, use or supply of legal or illegal substances (including alcohol).
- Possession of drugs paraphernalia or items associated with the use of illegal substances.
- A breach of the Trainee contract that risks the safety of our community with regards to the spread of coronavirus.

When investigating such incidents, the Trainee(s) concerned may be isolated whilst statements are taken and conversations had to gather as much information as possible, before an appropriate sanction is authorised.

In most cases, reintegration and support should follow the sanction. A period of reflection should be used during any sanction period and the Trainee's reflection will play a role in any future target setting, where appropriate. Mediation and a restorative approach will also be implemented when necessary and appropriate to resolve conflict, as previously described.

There is a zero tolerance approach to all forms of abuse, including sexual harassment or sexual violence. While we look to support all individuals, we will ensure that any victims of sexual violence or harassment feel safe to attend and study at ELAM. As a result, Trainees who have abused, harassed or assaulted another Trainee, could be permanently excluded. Mediation and a restorative approach can still play a role in supporting the goal of personal resolutions.

Where a Trainee behaves in a way that risks the safety of our community with regards to the spread of coronavirus, they may be asked to leave the site at the discretion of the SLT.

## 12) RECORDING & MONITORING

Staff should record written warnings and referrals to the Pastoral Team/SLT via Arbor. Incident logs should be professional, providing a factual summary of the behaviour demonstrated and actions taken. Staff should be mindful that parents/carers will be alerted to any incident logs and they will be able to read the information recorded.

All telephone/email communication with parents/carers should also be recorded via Arbor.

Tutors should monitor their tutees' behaviour journeys and any logs recorded via Arbor. The Pastoral Team and SLT will regularly monitor and analyse whole-school behaviour data recorded via Arbor to identify, investigate and remedy any emerging patterns or themes.

## 13) PROHIBITED ITEMS

Trainees are prohibited from:

- Possession, supply or use of a weapon, or anything that is made or used with the intention to injure.
- Possession, use or supply of legal or illegal substances (including alcohol).
- Drugs paraphernalia or items associated with the use of illegal substances.

The following items are also prohibited:

- Stolen items
- Fireworks
- Pornographic materials

## 14) MOBILE PHONES & DEVICES

Mobile phones and devices can be incredibly powerful tools for Trainees' learning and industry preparation. ELAM allows the use of devices on site but, during lessons/assemblies/meetings/industry opportunities, devices must be out of sight and only in use if requested by the teacher or member of staff leading the session. Earphones/headphones should not be in use during lessons, assemblies or opportunities, unless permission has been given by the teacher or member of staff leading the activity. Phone calls should not be taken during sessions, unless it is an emergency and permission has been given by the teacher/session leader.

Staff should follow the Behaviour Warnings & Escalations procedure where a Trainee fails to comply with this expectation. Staff members may temporarily confiscate a device where a Trainee does not respond to requests to put it away or where its use is causing distraction or disruption.

## 15) DRESS CODE

ELAM is committed to creating an environment that is inclusive and safe for Trainees and staff. We celebrate individual identity and encourage Trainees to express themselves through their appearance, whilst acknowledging that ELAM is a place of learning for children/young people, and that there are some safeguarding parameters and principles that must be understood by all:

In order to ensure the safety of all Trainees and staff, Trainees:

- Will wear their lanyard and ELAM ID at all times whilst on the premises.
- Will not wear hoods up or balaclavas whilst on the premises - this is to ensure that all members of the community can be easily identified.
- Will not wear clothing that contains offensive or inappropriate slogans/images that may cause offence to members of the ELAM community.
- Will not have underwear on display.

Trainees who do not meet the above expectations may be asked to rectify their dress.

## 16) SCREENING & SEARCHING TRAINEES

ELAM acknowledges its duties and responsibilities under the Education Acts of 1996 and 2011, Education and Inspections Act 2006 and Health and Safety at Work 1974 in respect of screening and searching Trainees. As a result, designated staff may search Trainees' clothing, bags or lockers without consent for any banned or prohibited item that ELAM believes could cause harm. This process will be governed by internal procedures and will only be undertaken by designated members of the Pastoral Team and SLT. Any searches will take place in line with the Department for Education [guidance](#) on 'Searching, Screening and Confiscation' published January 2018.

If ELAM reasonably suspects that a mobile phone or other device has been, or is likely to be, used to commit an offence or harm to others, colleagues in the Pastoral Team and SLT may examine any data or files on the device if there is good reason to do so. ELAM recognises its duty to pass any illegal material or evidence that may be associated with a criminal offence, to the police.

ELAM recognises that the possession of prohibited items may indicate a safeguarding concern. ELAM remains focused on Trainees' wellbeing and safety and will ensure that safeguarding procedures are followed.

All conversations and/or searches will be handled sensitively and with an acknowledgement that our Trainees have a right to expect a reasonable level of personal privacy.

## 17) USE OF REASONABLE FORCE

ELAM acknowledges its duties and responsibilities under the 2006 Education and Inspections Act in which all ELAM Staff members have a legal power to use reasonable force to prevent Trainees from committing a criminal offence, injuring themselves or others, or damaging property and to maintain good order and discipline amongst Trainees.

It should be noted that Staff cannot be directed or required to intervene but will be supported where reasonable force is deemed appropriate. This process is one that requires appropriate training. Where reasonable force has been used in order to prevent Trainees from causing harm to themselves and/or others, this will be recorded via an incident log on Arbor.



## APPENDICES

### Behaviour Warnings & Escalations (Appendix A)

#### ELAM Behaviour Warnings & Escalations

Behaviours demonstrated	Stage 1	Stage 2	Stage 3	Stage 4
<ul style="list-style-type: none"> <li>• Earphones/headphones in use when a Trainee should be actively listening.</li> <li>• Unauthorised use of mobile phone.</li> <li>• Not wearing a lanyard and Trainee ID.</li> <li>• Wearing a hood/balaclava on site.</li> <li>• Consuming food/drinks in classroom or specialist room.</li> <li>• Littering</li> <li>• Swearing</li> <li>• Low level chatting in class/assembly/meeting.</li> <li>• Off task/lack of concentration.</li> </ul>	<p><b>Whole class reminder</b> of expectations.</p>	<p><b>Personal reminder</b> of expectations and request to rectify behaviour.</p> <p>This should be done in a calm and positive manner, seeking to minimise conflict and maximise cooperation.</p> <p>Where these negative behaviours are witnessed outside of the classroom setting (corridors, canteen etc), stage 1 should be skipped and staff should give the Trainee a personal reminder of expectations.</p>	<p>Trainee fails to respond to personal reminder.</p> <p>If addressing unauthorised use of a mobile phone, it should be confiscated at this stage and kept until the end of the session.</p> <p><b>Written warning</b> - recorded via Arbor. Trainee informed that the issue is being logged and parents will be made aware.</p> <p>Tutor informs parents and records communication via Arbor. Restorative meeting had with Trainee, Tutor and class teacher.</p> <p>Tutor, teacher and HOD (if appropriate) to monitor. If poor behaviour persists, refer to PDL to coordinate parent meeting and further support. Trainee placed on Professional Behaviours Report if deemed appropriate.</p>	<p>Trainee refuses to co-operate, is argumentative or the negative behaviour is repeated.</p> <p><b>Pastoral Team referral</b> - recorded via Arbor. Request support via 'on call' system. A member of the 'on call' team will attend.</p> <p>PDL to discuss incident with Trainee and inform parents. Behaviour Meeting to be had with Trainee, parents, PDL, Tutor and AP. Trainee placed on probation and/or Professional Behaviours monitoring report. Failure to pass probation will lead to a meeting with the VP and may result in termination of contract.</p> <p>If deemed appropriate, the previous steps may be bypassed and Trainee contract terminated for defiance or persistent breach of the Trainee Contract.</p>
<ul style="list-style-type: none"> <li>• Truancy/walking out of session without authorisation.</li> </ul>	<p><b>Written warning</b> - recorded via Arbor. Trainee informed that the issue is being logged and parents will be made aware.</p> <p>Tutor informs parents and records communication via Arbor. Restorative conversation/meeting had with Trainee. Tutor, (and</p>	<p><b>Pastoral Team referral</b> - recorded via Arbor.</p> <p>If negative behaviour persists, PDL to coordinate parent meeting and Trainee placed on Professional Behaviours Report or probation if deemed appropriate.</p>	<p><b>SLT referral</b> - recorded via Arbor.</p> <p>If no improvement is seen during probation or Professional Behaviours monitoring period, further meeting had with AP.</p>	<p>If no improvement is seen during extended probation period, refer to VP for final probation meeting and possible termination of contract.</p>

	teacher/HOD if appropriate) to monitor.			
<ul style="list-style-type: none"> <li>Rudeness/inconsiderate behaviour.</li> <li>*Persistent truancy or absence.</li> <li>Persistently poor behaviour and/or failure to respond to support measures.</li> <li>*Bullying.</li> </ul> <p>*Please note that these may also be safeguarding concerns and should also be logged via CPOMS</p>	<p><b>Pastoral Team referral</b> - recorded via Arbor.</p> <p>If an incident that requires immediate attention takes place during a session, request support via the 'on call' system. A member of the 'on call' team will attend.</p> <p>DPL to lead investigation, inform parents and call a Behaviour Meeting with Trainee, parents, Tutor and HOD if appropriate. Trainee placed on probation and/or Professional Behaviours monitoring report.</p>	<p><b>SLT referral</b> - recorded via Arbor.</p> <p>If no improvement is seen during probation or Professional Behaviours monitoring period, further meeting had with AP.</p> <p>Further extension to probation period and additional support put in place, if deemed appropriate.</p>	If no improvement is seen during extended probation period, refer to VP for final probation meeting and possible termination of contract.	
<ul style="list-style-type: none"> <li>Persistent breach of Trainee Contract.</li> </ul>	<p><b>SLT referral</b> - recorded via Arbor.</p> <p>AP to lead investigation, inform parents and call a Behaviour Meeting with Trainee, parents, PDL, Tutor and HOD if appropriate. Trainee placed on probation.</p>	If insufficient improvement is made during probation period, Trainee contract may be terminated. Refer to VP.		
<ul style="list-style-type: none"> <li>Vandalism/damage to ELAM property.</li> <li>Vaping/smoking on site - including directly outside of the main gates.</li> <li>Verbal, physical or sexual abuse towards any members of the ELAM community.</li> <li>Peer on peer abuse (including sexual harassment/violence, verbal or physical abuse, threatening or intimidating behaviour, bullying, malicious use of online platforms).</li> <li>Fighting.</li> <li>Aggressive, intimidating or violent behaviour.</li> </ul>	<p><b>SLT referral</b> - recorded via Arbor.</p> <p>If an incident that requires immediate attention takes place during a session, request support via the 'on call' system. A member of the 'on call' team will attend.</p> <p>AP to lead investigation, with support from PDL. Parents informed and Behaviour Meeting had.</p> <p>These serious incidents will likely result in exclusion.</p>	Repeated/serious behaviours may result in permanent exclusion.		

<ul style="list-style-type: none"> <li>• Dangerous or unsafe behaviour.</li> <li>• Putting the safety of others at risk.</li> <li>• Discriminatory remarks or behaviour (eg. racism, sexism, homophobia, transphobia).</li> <li>• Bringing the organisation into disrepute.</li> <li>• Theft or fraud.</li> <li>• Possession, supply or use of a weapon, or anything that is made or used with the intention to injure.</li> <li>• *Possession, use or supply of legal or illegal substances (including alcohol)</li> <li>• *Possession of drugs paraphernalia or items associated with the use of illegal substances.</li> <li>• Refusing to cooperate with a behaviour or safeguarding investigation.</li> <li>• A breach of the Trainee contract that risks the safety of our community with regards to the spread of coronavirus.</li> </ul> <p>*Please note that these may also be safeguarding concerns and should also be logged via CPOMS</p>				
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Tutor

HOD - Head of Department

PDL - Progress & Development Lead

AP - Assistant Principal - Pastoral & Inclusion

VP - Vice Principal - Values, Behaviour & Learning

#### SLT Referral

A recorded referral to the senior team for serious incidents and persistent breaches of the Trainee Contract. Your parent/carer will be notified and you will meet with a member of the senior team.

#### Pastoral Team Referral

A recorded referral for persistent negative behaviour or more serious concerns. Your parent/carer will be notified and your Tutor or a member of the Pastoral Team will speak with you to provide support.

#### Written warning

A recorded warning if you have not responded to a reminder or for repeated low level negative behaviour. Your parent/carer will be notified and your Tutor or a member of the Pastoral Team will speak with you to provide support.

#### Reminder

A group and/or personal reminder of professional expectations and request to rectify low level negative behaviour.

## Warnings & Referrals

Supporting you to act,  
think and behave like  
professionals

