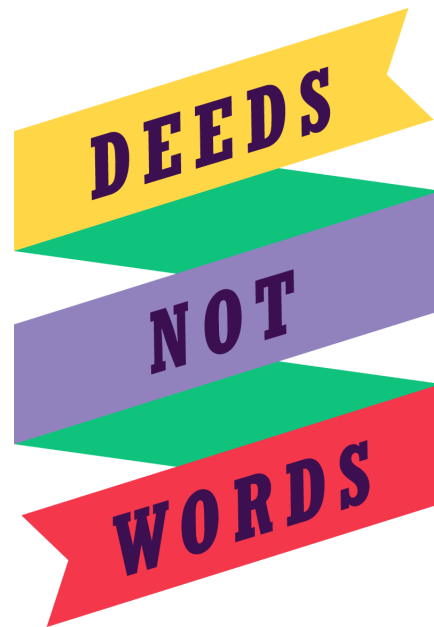




EMILY DAVISON SCHOOL

BEHAVIOUR POLICY



DATE CREATED	SEPTEMBER 2025
DATE OF REVIEW	SEPTEMBER 2026
HEADTEACHER	MICK HUTCHISON
CHAIR OF GOVERNORS	DAVID HARRISON



Background:

This policy is one of a series of Emily Wilding Davison School (EWDS) policies that, taken together, are designed to form a comprehensive statement of the school's aspiration to provide an outstanding education for each of its students and of the mechanisms and procedures in place to achieve this. Accordingly, this policy should be read alongside these policies. In particular it should be read in conjunction with the policies covering equality and diversity, Health and Safety, Safeguarding and Child Protection.

All of these policies have been written, not simply to meet statutory and other requirements, but to enable and evidence the work that the whole school is undertaking to ensure the implementation of its core values.

The school's policies, unless the specific context requires otherwise, the word "parent" is used in terms of Section 576 of the **Education Act 1996**, which states that a 'parent', in relation to a child or young person, includes any person who is not a biological parent but who has parental responsibility, or who has care of the child. Department for Education guidance **Understanding and dealing with issues relating to parental responsibility** considers a 'parent' to include:

- all biological parents, whether they are married or not
- any person who, although not a biological parent, has parental responsibility for a child or young person - this could be an adoptive parent, a step-parent, guardian or other relative
- any person who, although not a biological parent and does not have parental responsibility, has care of a child or young person

A person typically has care of a child or young person if they are the person with whom the child lives, either full or part time and who looks after the child, irrespective of what their biological or legal relationship is with the child.

EWDS is committed to safeguarding and promoting the welfare of children and young people and expects all staff, volunteers, pupils and visitors to share this commitment.

All outcomes generated by this document must take account of and seek to contribute to safeguarding and promoting the welfare of children and young people at EWDS.

The policy documents of EWDS are revised and published periodically in good faith. They are inevitably subject to revision. On occasions a significant revision may have to take effect between the re-publication of a set of policy documents. Care should therefore be taken to ensure, by consultation with the Senior Leadership Team, that the details of any policy document are still effectively current at a particular moment.

Intent

To promote positive relationships, encourage reflection and develop supportive strategies to reduce behaviours of concern.

Aims

This policy is intended to help staff carry out tasks to create and maintain a safe environment for all, with a specific focus on working with behaviours of concern, maintaining a therapeutic environment, and - within this - ensuring a calm learning environment.

Introduction

We know that children communicate their thoughts and feelings through their behaviours.

We have a responsibility to try to understand what they are telling us, even if this may not be immediately apparent. It is important to connect with the underlying reasons the child may be behaving in a particular way. Their observable behaviour is grounded in their own experience of SEMH and often because of coping strategies that they have developed over time, so our job is to support, identify, interpret and redevelop so that a child is able to respond to difficulties and challenges in different, healthier, and safer ways. We also work hard to celebrate the uniqueness of each child and their experience of their SEMH so that, by the time they move on from EWDS, they are better able to understand their own diagnosis and needs, its impacts on themselves as individuals and on those around them and even to celebrate their differences.

We recognise that many of the young people placed at EWDS may have struggled in previous specialist or mainstream placements. Alongside existing and different cognitive, social, emotional, mental health or neurodivergent need, many of our students may have experienced early childhood adversity that is likely to have made school feel particularly difficult.

We also recognise that previous educational experiences may have resulted in the children and young people at EWDS feeling a sense of shame about earlier failed placements that they have learned to cover with sometimes aggressive and avoidant behaviour.

Our role is to work therapeutically with all learners, to understand the uniqueness of their experience and to build and use healthy and positive relationships to help them develop greater self-esteem and realise that they can make different choices.

The combination of relationships, structure, routine, clear boundaries, and opportunities for thinking together promotes the development of positive, healthy, safe ways of relating to others.

All staff should be aware that children can be abusive towards other children (often referred to as child on child abuse) and that the school is vigilant and responsive to these behaviours; we work in an environment where the behaviours of one child can have a direct impact on the feelings of another and we are committed to - rather than removing the causes of anxiety and stress - supporting learners to develop strategies, resilience and the ability to manage the impact of others on their own sense of wellbeing.

We are aware that working in this way with children and young people can take time and that during their time at EWDS, it is likely that all children will go through periods of dysregulation and difficulty. We ask that all stakeholders recognise this and offer support and patience when children who have experienced a period of dysregulation might have an impact on the progress and regulation of their own children.

School values:

At Emily Wilding Davison School (EWDS), we will all:

- Keep each other safe from physical harm
- Look after our school building and the belongings of others
- Respect Schools Values:
 - Respect
 - Integrity
 - Compassion
 - Honesty
 - Trust

Respect means...

- Treating yourself, each other, all staff and the school with respect in everything that you do
- Respecting each other's boundaries and differences
- Consider others feelings, rights and wishes
- Listen to each other, don't use raised voices or offensive language and sarcasm.
- Accept each other for who we are - respect each others personal choices, beliefs and recognise that we are all different BUT striving for the same goal
- Demonstrate a concern for others we interact with, recognising their values and importance as a human being.

Integrity means...

- Doing what is right and in line with the values of the school, even in the face of adversity.
- Doing what is right for each individual whilst remaining loyal to school morals and values.
- Being patient, honest and helpful to one another.
- Behaving ethically and doing the right thing, even behind closed doors/ when no one's looking.

Compassion means...

- Being compassionate in all that you do by recognising that we are all different and need a personalised approach.
- Being aware that every person feels differently and although we may not understand, we care.
- We are a team and we face our challenges/ accept plaudits as a collective
- Compassion helps us connect with others, mend relationships and move forward while fostering emotional intelligence and well being.

- Being motivated to reach out and relieve another's suffering.
- Going that extra mile to support our community members
- Showing awareness, tolerance, care, strength and empathy
- Being kind to ourselves and each other

Honesty means...

- Being honest and truthful about how you are thinking and feeling in a professional and respectful way.
- Being honest and building trusting relationships with those around us.
- Owning up to mistakes, take responsibility them and learn
- Being courageous and share your fears, challenges and goals - ask for help and accept it

Trust means...

- Trusting yourself and your own abilities.
- Trusting that everyone acts out of positivity and passion and their motive will always be in the best of our school and our values.
- Trusting will provides a basis for cooperation and collaboration - an important resource for educators and students
- Working in a trusted environment makes you feel productive, safe and comfortable allowing good relationships to form, function and thrive. Be a part of a trusting environment.
- Trust is the currency of a high performing organisation and deepens by consistently practising values. Building and maintaining relationships is our No.1 target.

Supportive strategies:

At EWDS, our positive and supportive strategies take the form of Primary, Secondary and Tertiary Strategies as outlined below.

1. Primary Strategies

These are all the things that we do as a school all day every day to develop a safe learning environment. They include everything from the safety of the school site and environments to the very individual support each learner needs around them, but include as well:

- A culture in school of supportive nurturing relationships with a focus on knowing each child well and identifying trusted adults for each.
- A clearly structured and communicated school day so that learners know what to expect on their timetables.
- Clearly structured and communicated class groups, including the staff that work with them.
- Communication and collaboration with parents to co-develop strategies and support for learners.
- The development of Pupil Passport to take account of the unique nature of a learner's needs, interests, triggers and responses to behaviours as detailed in their Risk Assessment/EHCP.

- The involvement of children in decisions about their provision and the support and interventions they need.
- Strong engagement of a Multidisciplinary Team to ensure that provision is underpinned by therapeutic practice and takes account of the individual profiles of learners.
- The ongoing training and understanding of staff on matters relating to SEND practice and support.
- The attitude and behaviours of staff to teach by example and model respect for the children, for each other, themselves, the school, and good ethical behaviours in all aspects of work.
- The staff's expectation and assumption of positive interaction with peers and learning, whilst being prepared for, and aware of, possible behaviours of concern.
- The presence of clear policies and procedures - followed by all - that provide consistency in approach and behaviours across the school.
- The clarity of expectation from children so that they are aware of what is expected of them in terms of their learning, behaviour and responsibilities and are able to ask for help when needed.
- Develop a habit of asking pupils if you can approach them, sit with them, if they require your help, etc - this places a sense of control with them about their personal space.
- The unconditional positive regard demonstrated by all who work at EWDS, maintaining the desire to seek resolution through reflection and reflective practice, sharing pride and enjoyment alongside children when they achieve.

Secondary Strategies

No single approach or technique is helpful in all situations for all children. Staff have a commitment to paying attention to the child's individual needs and to do what is effective, using the most appropriate strategies.

The following strategies should be used as a quick guide.

- Staff use de-escalation strategies to try to reduce the potentially volatile nature of interactions and feelings through distraction, diversion, affirmation, compromise and ultimately reflection and restorative practices.
- Change personnel if behaviour feels targeted or if the member of staff needs to regain composure.
- Be aware of positive and supportive body language.
- Be aware of the tone and timbre of your voice in maintaining calm reassurance.
- Reduce the content of language to simple choices or reassurances and make sure your language is age and stage appropriate. Make use of positive language, so to give learners options for acceptable behaviours rather than asking them to refrain from unacceptable behaviours. For example, "let's do this" rather than "don't do that".
- Avoid any mention of sanctions.
- Provide clear and calm direction or options based on known supportive actions (e.g. 'I need you to move outside', or 'You look angry – outside or sports hall?')
- Staff use 'statements of reality' for learners, which can be useful in grounding and supporting the learner to understand their current experience, e.g. 'you are shouting at the moment'.
- Learning conversations follow instances of undesired behaviour when a child is calm and ready to reflect. Staff are trained to find a range of ways to support a learner to have these conversations to support them to explore other - more constructive - ways to express feelings and frustrations.

- Check that the environment is safe, free from hazards and, where possible, without an audience; try to remember that it is frightening to feel out of control.

When a learner continues to struggle with ongoing dysregulated behaviour, the school is committed to exploring this behaviour, convening team meetings, solution circles and instigating Assess, Plan, Do, Review (APDR) cycles to enable staff to think carefully about the behaviour they are seeing, plan responses accordingly and take action to support change. As part of an ongoing response to periods of dysregulation for children and young people, we aim to work with parents and colleagues to identify different strategies and encourage more regulated behaviour. It is through the ongoing process of review that we can affect change positively.

Tertiary Strategies (physically restrictive intervention)

What is reasonable force?

The term 'reasonable force' covers the broad range of actions used by most staff at some point in their career that involve a degree of physical contact with pupils.

Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.

'Reasonable in the circumstances' means using no more force than is needed. As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.

Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.

School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

Who can use reasonable force?

- All members of school staff have a legal power to use reasonable force
- This power applies to any member of staff at the school. It can also apply to people whom the head teacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

When can reasonable force be used?

- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.
- In a school, force is used for two main purposes – to control pupils or to restrain them.
- The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances

The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used. These are the strategies that are employed when a child displays harmful behaviours: causing harm to self; causing harm to others; damaging property which presents risk of harm to self or others.

No single approach will work for all children all of the time, so we ask staff to be familiar with individual learners in order that they understand the best ways to support them in a heightened situation.

We understand at EWDS that, if a child is presenting a risk to themselves or others or causing serious damage to property, physical interventions - *those that are reasonable, necessary, proportionate, and in the best interest of that child* - may be required.

In all cases, this will be carried out with:

- The **minimum** amount of force
- For the **minimum** amount of time
- And should **always** be in line with approved training methods (PRICE).

In the case of causing serious damage to property, any physical intervention should be *only* for the purpose of separating the property and the child and supporting the child to move to a safer space.

PRICE (Protecting Rights in Caring Environment)



PRICE Training is an RRN certified training provider with approved curricula for use in the social care, education and health sectors across a range of populations; children, adults, learning disabilities, mental health, autism, dementia and those with acquired brain injuries.

At EWDS, we have members of staff who are qualified in the Instructor Course and deliver this training to all staff throughout the school year. As a school we follow the approach, guidance, and ethos of 'Positive Rights in a Caring Environment (PRICE), which emphasises that the majority of behaviour management should be *proactive* and based on de-escalation over restrictive intervention.

We would always expect to see a range of primary and secondary measures being employed before tertiary measures are even considered as an option.

As in all positive behaviour strategies described throughout this policy, we direct staff to be familiar with the student passports/risk assessment/EHCP, in order that they are able to respond to individuals in a way that is most likely to be helpful to them.

- Physical Intervention can only be used by a member of staff who is trained in the use of PRICE, or if reasonable force is required in an unforeseeable event to keep a child safe from immediate harm/danger.
- One person should take the lead during the incident/intervention. This can avoid creating confusion over decision-making.
- Any physical interventions are defensive and protective techniques. They must **never** be used or seen as punitive.

Physical interventions trained:

Staff are trained in the following physical interventions

- Single Embrace
- Adapted Embrace
- Figure of Four
- Cupped Hand
- Clothing grab single handed

After any physical intervention:

- A visual check of the child needs to be completed to check for injuries
- A first-aid check should be offered
- Any medical treatment that is required is actioned and recorded on the report.
- Any incidents of reasonable force or restrictive physical intervention are recorded on Arbour before the end of the working day, even if further detail will need to be added later.
- Parents/carers must be informed on the same day as the incident took place and ideally before the child returns home.
- Incidents should be reviewed, debrief opportunities offered and any appropriate amendments made to the child's Risk Assessment/ICP following an incident where a physical intervention has been used.
- It is often helpful to have a further staff member not directly involved to support those managing the incident to take notes - this not only supports accurate recording of the incident but also allows those involved to focus on the child and those around them.

Monitoring Restrictive Physical Intervention

All incidents using Restrictive Physical Intervention and/or releases are mandatorily reported within 24 hours of the incident and the number of incidents with details where requested are reported weekly to the SLT. Records should:

- Be submitted before the end of the working day, even if further details need to be added later;
- Use the systems and structure identified in our policies, CPOMS;
- Be factual and objective, using clear and unambiguous language;
- Be dated accurately;
- Inform a learner's Individual Risk Assessment/Passports where any amendments are recommended.

Remember:

- After any physical intervention, a visual check of the child needs to be completed to check for injuries and ensure any medical treatment that is required is actioned; this check, with any outcome, needs recording on the report.
- The child should always be offered first aid after any incident, and, where appropriate, the staff member will document any marks, injuries, etc. using a body map.
- Debriefs will be held after any restrictive physical intervention or incident involving a release. These can be facilitated by any members of the SLT and the actions/points of discussion must be recorded before the incident is closed on CPOMS.
- In all incidents where a restrictive physical intervention was used, the child should be given the opportunity to go through the incident with a staff member. This needs to take place within 5 days of the incident. It is this learning conversation that forms one of the most important aspects of the

restorative/reflective process at EWDS and must take place to give the child a sense of closure, reflection and repair.

- A key part of going through the incident with the child is about listening to and capturing the child's experience of the incident and particularly of the restrictive physical intervention and involving them in thinking about strategies that may help them in the future.

Calming Rooms

We have calm rooms at EWD which enable students to regulate and compose themselves, with dignity and privacy. Our calm rooms can be accessed with adult support to help regulate. On some occasions it may be more appropriate, for student and staff welfare to access the space independently. Our doors have windows so students are supervised throughout, but due to the nature of need, are able to regulate without external intervention.

This practice follows guidance from HM Government *Reducing the Need for Restraint and Restrictive Intervention*, paragraphs 5.15 - 5.25, in conjunction with DfE briefing *Reducing The Need For Restraint and Restrictive Practices*.

Shared Language

Shared language is incredibly important within the school and staff are asked to think carefully about the language they use both toward, and about, children and young people. We do not use punitive language at school;

- Children are not 'banned' from things. We find a more appropriate time to rearrange the planned activity, when a child is better able to access this.
- Children are not 'punished'; rather, we want to encourage them to talk about what went wrong and how behaviour might have been changed by all involved to bring about a different outcome.
- Sanctions are not administered; rather, we support the child to recognise the natural consequences of their actions and make positive choices
- We do not withdraw privileges from learners; rather, we look at how to use interests and merits positively as an incentive
- Incidents are described in neutral and blame-free language; examples to use include:
 - 'the child became emotionally dysregulated', not 'the child was behaving badly'
 - 'there was a conflict', not 'they were out of control'
 - 'the strategies we have tried so far were unsuccessful', not 'nothing's working'
- Children are not isolated from others; rather, we try to identify the sources of conflict and put measures in place to reduce heightened behaviours and restore relationships.
- We recognise that this process can take considerable time, as repairing relationships and building trust takes time.
- Staff, students and parents alike are asked to commit to this process for all learners in the class, as it is being with others that leads to the ability to:
 - manage and repair conflict
 - make compromises
 - accommodate the needs of others
 - ultimately manage their own tolerance and ability to be around others with different needs and interests.

We consider all of the above as essential life skills and it is the learning of these things that can sometimes be the focus for children at first, whilst we introduce and slowly increase academic demands.

Our response to conflict is to think carefully about restoration and we use the principles of restorative justice whenever supporting learners. We ask that all those participating in the restorative process do so with the following core values:

- A desire to address and repair any harm
- A willingness to participate voluntarily
- A fair and unbiased attitude
- A commitment to creating a safe environment throughout the process
- A commitment to ensuring the process is accessible to all
- A willingness to ensure respect and dignity for all

Sanctions

It is not EWDS's practice to administer punitive sanctions; there is strong evidence-based research into SEMH, autism and childhood developmental trauma that reflective and restorative practices are more likely to bring about lasting change to behaviours than extrinsic sanctions. These practices also

support the child in the long term to develop and implement strategies for managing their own behaviours in more positive ways.

- If a child has missed work due to dysregulated behaviours, they will be supported to complete this work later. This represents our day-to-day approach with learners as we will always look for more regulated times to introduce tasks and support a learner to achieve academically.
- If a child has had a disagreement with a peer, they will be supported to have restorative conversations which support them to understand one another's perspectives; this is not only important in bringing about reparation between peers but will teach the children strategies for conflict management in the future.
- If a child is reluctant to follow staff instructions, they may be given an opportunity to do the task in a different way, or in a different order, with staff support, or later in the day, in order that staff can celebrate achievements with the child. It is good practice to praise a child when they even make an *attempt* at the work, as we recognise that starting a task can often be the hardest part to do.
- If a child is showing unsafe behaviours, it may be necessary to postpone a trip or planned event to a later date; again, the removal of this event is not punitive and the anticipation of a renewed opportunity can often be used positively to support the child to make good choices.
- It is the school's policy that children will be included in any educational or planned activity outside of school if they are safe and able to do so
- Reflective 'learning conversations' should therefore take place after every incident where a child has shown behaviours of concern and should be handled by familiar members of staff who can approach these conversations supportively and at a time when a child is most receptive.
- Learning conversations intend to:
 - promote appropriate behaviour
 - help children recognise the impact of their behaviour on themselves, other children, the adults caring for them, and the wider community
 - help children accept responsibility for their actions
 - support a child to undertake reparative and restorative action
 - provide a space for thinking, feeling, and making things better
- It may, on occasion, be necessary to ask parents to meet with staff to talk about the best ways forward with the learners; it is our experience that when parents and school work together, agreeing on the best ways to support a child, this is likely to be the most effective way to bring about positive change.

Although EWDS's policies lay out clearly the school's ethos, response to learners and the primary, secondary and tertiary measures to support the development of a child's behaviour, it is important

to make clear that the following sanctions will **not** be used within school and could lead to disciplinary action for the member(s) of staff involved:

- Any form of corporal punishment;
- Any punishment involving the consumption or deprivation of food or drink;
- The use or withholding of medication, or medical or dental treatment;
- Any intimate physical examination;
- Withholding any aids or equipment needed by a disabled child;
- Any measure involving punishing a group of children for the behaviour of an individual child;
- Denying access to the toilet;
- Threats or verbal abuse intended to humiliate, shame or degrade a child, his/her family or other important people;
- Removal of curriculum entitlement for any reason other than health & safety;
- Removal of rewards that have already been earned;
- Enforced seclusion, where a child is forced to spend time alone as a consequence. Any separation from the child's group would be in the company or close proximity to an adult. We do understand that sometimes children choose to be alone and this is noted on their risk assessment or care plan accordingly
- Any sanction that could subject a child to inhuman or degrading treatment or punishment.

In certain rare cases, it may be required to keep a child in a room to remove them from others or reduce their own risk of harm, but this would always be with a member of staff and in the best interests of the individual(s) involved. In line with mandatory reporting, this would be recorded as a restrictive physical intervention in the usual way with parents informed accordingly. Locking of external doors in order to provide safety for the children and prevent unauthorised persons from accessing the building is permitted.

Safe School Agreement

A safe school agreement contract is an agreement between EWDS, students and parents/carers. The contract will outline school expectations and specific targets for the student. The agreement is a commitment to demonstrate good behaviour within school specifying the schools core values and beliefs.

While EWDS appreciates that students have SEMH, the agreement will allow your child to reflect on their behaviour, which can improve their ability to manage their emotions and self control. It is important that pupils are clear on school expectations so that they can be supported to be a positive member of the school community and contribute to the overall effectiveness of behaviour and attitudes at EWDS.

All students will complete a standard Safe School Agreement upon joining Emily Wilding Davison School. This agreement will be reviewed and tailored as needed in response to any identified concerns or changes in behaviour.

Exclusions/Suspensions

Any form of exclusion, either suspension or permanent exclusion, should only be used rarely and in *exceptional* circumstances. The decision to exclude can only be made by the Head (DfE guidance, 2017).

Whilst a one-off episode or incident of behaviour may sometimes be positively managed with a fixed period out of school, it would be our usual practice to consider whether Primary, Secondary and Tertiary Strategies had been fully explored.

However, it is also important to remember that:

- Individual needs, risks and context will always be considered when contemplating an exclusion of any sort.
- Suspensions of between 1 and 5 days may be considered when the child and/or the school feels that some time might be necessary in order to re-think approaches or make changes to provision and where a break from school, coupled with a reintegration meeting with the student and parents, could be a really effective way to restart provision in a more positive way for the learner and their staff.
- Suspensions may also need to be considered in serious circumstances, to allow the school to reflect with parents, carers, social workers and/or other professionals on the cause of the incident or behaviours and to plan for more successful reintegration.

Such serious circumstances might include the following, which is not an exhaustive list:

- Single or repeated violence or assault
- Peer on peer abuse
- Activities involving illegal drugs, smoking (or smoking paraphernalia) or alcohol
- Carrying an offensive weapon.

Unfortunately, permanent exclusions may be a necessity in more extreme circumstances where, for example, the safety or wellbeing of others at school has been significantly compromised. Such extreme circumstances might include the following, which is not an exhaustive list:

- Use of weapons or weaponry within school towards another
- Selling of drugs or drug paraphernalia
- Premeditated actions to hurt or harm another
- Continued and repeated disruptive behaviour and unwillingness to engage with support or learning
- Repeated, long-term targeting of another or others/peer-on-peer abuse
- Single or repeated serious violence or assault

Whenever a suspension or permanent exclusion is issued, parents/carers and the Local Authority, including the social worker of any looked-after children, will be notified by phone and letter. Parents/carers will also be advised of their right to appeal and the process that will be followed should they choose to exercise this right.

Role of Staff

- To be familiar with this policy.
- To ensure that behaviour management in the school is an active process that anticipates the children's needs and meets these where possible before acting out behaviour becomes extreme.
- To use their knowledge of the child to contribute to keeping EHCP and any additional behaviour support plans up to date.
- To ensure that any measure of discipline or control is used with thought and care in the best interest of the child(ren).
- To reflect on their own practice and be a critical friend to colleagues.
- To contribute to developing best practices, including being open to changing and improving their own practice on an ongoing basis.

Role of the Leadership Team

The leadership team has a responsibility to know and understand what is happening in the school in terms of

behaviour, including:

- The nature and frequency of incidents
- The way in which individual children are supported
- How groups are working together
- What interventions, approaches, therapies and relationships are in place to support and develop positive behaviour both across the school and for individual learners
- how well staff are trained on the relational approach and are adhering to the principles of these approaches for learners

This involves:

- Ensuring that there is sufficient oversight of, monitoring of, and accountability for the behaviour across the school
- Monitoring and improving the systems to record behaviour within the school
- Monitoring the progress of individual learners and groups over time, to inform the priority areas where the Multidisciplinary Team, Psychologists and Behaviour and Welfare Team are allocated for the most impact
- Monitoring the reflective practice/learning conversations within the school
- Ensuring that there are sufficient opportunities for training

Responsibility for Monitoring:

- The Behaviour Team directly monitors the recording of incidents and the legal aspects of recording and signing these incident logs.
- These logs and the logs of the subsequent reflective conversations are also monitored by the Senior Leadership Team, and the Leaders within the school, in order to support the staff around the children, provide additional training where required, and allocate Multidisciplinary colleagues to support.
- The Head and SLT monitor recording systems and maintain the systems used to ensure practice and recording is of the highest standard. This is monitored on a regular basis.

Role of Pupils

It is intended that, through participation in restorative conversations, as well as through the reflective process, children should come to understand their own behaviours and develop their own capacity for verbalising feelings and self-regulating. This should lead to a reduction in behaviour that challenges over time to be replaced with more effective strategies for managing heightened emotions.

Role of Parents/Carers

We know children make the most progress when the school is working well with the parents/carers. This means good clear communication between home and school with the parents/carers understanding the ways in which we are working with behaviour. This policy should be shared openly with parents/carers, as should their own child's EHCP which outlines the individual needs of their child in terms of the likes, dislikes, cues and triggers for their child's behaviour as well as how the school should respond for the most positive management of behaviours.

We also ask that all parents understand the context of the school and support us when another child in their child's class is struggling and displaying behaviour that challenges. Whilst the impact on your own child is fully recognised and it can be a very unsettling time, the school will do what we can to regulate the child in question and reduce the impact of their behaviours, as we believe that everyone should get the chance to be understood and get the right support; eventually, when they feel safer and understood, they will be able to self-regulate and make progress again.

Written statement of behaviour principles

Every pupil understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others

All pupils, staff and visitors are free from any form of discrimination

Staff and volunteers set an excellent example to pupils at all times

Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy

The behaviour policy is understood by pupils and staff

The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in suspensions and exclusions

Pupils are helped to take responsibility for their actions

Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the Head Teacher Michael Hutchison and Chair of Governors David Harrison annually.

Student Mobile Phone Policy

Emily Wilding Davison School does not permit students to have mobile phones in school during the day. Upon arrival. Students will be offered to securely store their mobile phones in their designated lockers for the duration of the day. If students do not wish to leave their mobile phones in their locker, they have the option to leave their mobile phones at home.

Introduction and Aims:

Emily Wilding Davison School recognises that mobile phones, including smart phones, are an important part of everyday life for our pupils, parents and staff, as well as the wider school community.

Our policy aims to:

- Promote, and set an example for, safe and responsible phone use
- Set clear guidelines for the use of mobile phones for pupils.
- Support the school's other policies, especially those related to child protection and behaviour

This policy also aims to address some of the challenges posed by mobile phones in school, such as:

- Risks to child protection
- Data protection issues
- Potential for lesson disruption
- Risk of theft, loss, or damage
- Appropriate use of technology in the classroom

Data protection

See the schools' policies on Data Protection. Students cannot use mobiles/cameras to take pictures of staff, volunteers or other students. Students can access website programmes using a chromebook or computer to assist them with their classroom work.

Safeguarding

Students must not attempt to contact staff members, including connecting through social media and messaging apps. Students must only ever contact staff through their parent/carer should this through the school phone 01912980839. Students must not use their mobile phones to take photographs or recordings of pupils, their work, or anything else which could identify a pupil. If it's necessary to take photos or recordings as part of a lesson/school trip/activity, a member of staff will follow the Mobile Phone Policy. All staff have been provided with a chromebook to be able to access work related information.

Using personal mobiles at School

Where the use of a mobile phone supports a student's regulation, including listening to music, school will work with the pupil and home to provide an effective alternative to mobile phone use.

Emily Wilding Davison Approach to Mobile Phones

Students who hand their mobile phone in to their locker in the morning or do not bring their mobile phone into school will be given reward points (10) for choosing to follow these school expectations.

If a student is seen with their mobile phone during the school day they will be required to hand this in to a member of staff. Students will be given 30 minutes to hand their phone in, if they chose to hand their mobile phone in, school will take no further action. A member of staff will contact parents/carers at the end of the school day to remind their child of school expectations. If there is delayed compliance and the student refuses to hand in their mobile phone within 30 minutes, a phone call will be made to parents/carers to discuss school expectations and no reward points will be given.

If a student continues to refuse to hand in their mobile phone, or is disruptive in their 30 minute window, EWDS have a staged approach to parental involvement.

- Stage 1 - Phone call and a letter home to remind parents of school expectations and outline next steps if no-compliance continues.
- Stage 2 - Phone call and letter home to remind parents outlining the next steps.
- Stage 3 , Phone call to inform parents/carers their child will be added to the screening list and/or suspension/twilight session.

When a student is added to the screening list, it will be for the remainder of the academic year.

With the discretion of the SLT, a student may be added to the screening list indefinitely.

The role of parents/carers is crucial in helping schools develop and maintain good behaviour. Parents/carers should support the schools Behaviour Policy. Where a student repeatedly refuses to adhere to our Mobile Phone Policy, Child Protection Procedures will be followed and school will follow the Behaviour Policy.

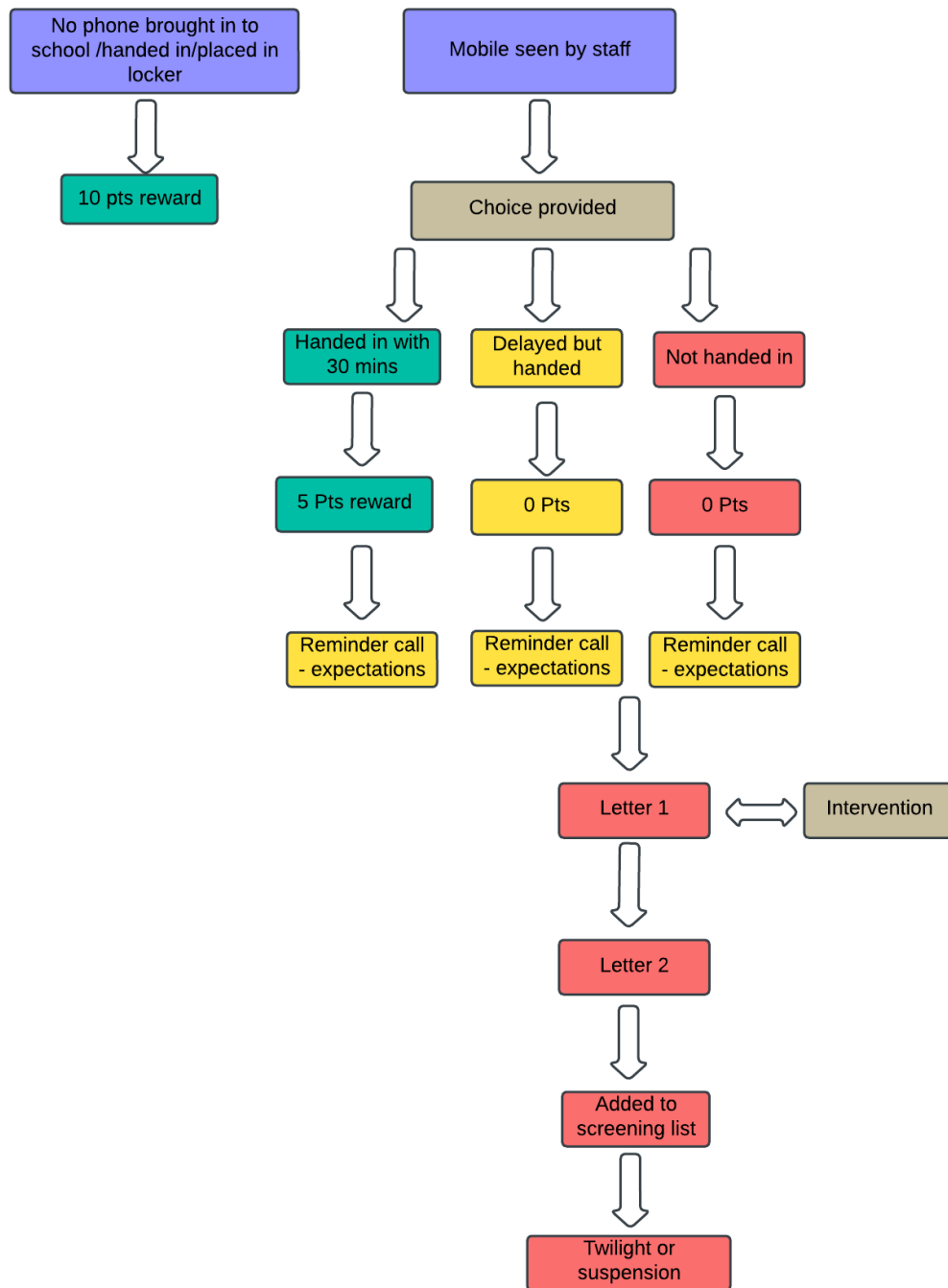
Sanctions

- Schools are permitted to confiscate phones from pupils under sections 91 and 94 of the Education and Inspections Act 2006)
- School staff have the power to search pupils' phones, as set out in the DfE's guidance on searching, screening and confiscation. The DfE guidance allows schools to search a pupil's phone if we have reason to believe the phone contains pornographic images, or if it is being/has been used to commit an offence or cause personal injury.
- If they are confiscated, parents/carers will be contacted to collect the phone/device
- Certain types of conduct, bullying or harassment can be classified as criminal conduct. The school takes such conduct extremely seriously and will involve the police or other agencies as appropriate. Such conduct includes: Sexting, Upskirting, Threats of violence or assault, Abusive calls, emails, social media posts or texts directed at another person on the basis of their ethnicity, religious beliefs or sexual orientation.
- School will follow the flow chart, please see Appendix 1.

Loss, theft or damage

Pupils bringing phones to school must ensure that their phone is handed in when they arrive. Pupils must secure their phones by handing them in to a member of staff when they arrive. The school accepts no responsibility for mobile phones that are lost, damaged or stolen on school premises or transport, during school visits or trips, or while pupils are travelling to and from school. Lost phones should be returned to Reception. The school will then attempt to contact the owner.

Mobile Phone - The EWDS approach - appendix 1



Note:

If pupil requires contact with their parent/carer during the school day as part of their individual support plan, this will be supervised through use of school phone at agreed times of the day.

Parents/carers can request that their child is on the screening list at any time.

Positive Relationships

This policy is one of a series of Emily Wilding Davison School (EWDS) policies that, taken together, are designed to form a comprehensive statement of the school's aspiration to provide an outstanding education for each of its students and of the mechanisms and procedures in place to achieve this. Accordingly, this policy should be read alongside these policies. In particular it should be read in conjunction with the policies covering equality and diversity, Health and Safety, safeguarding and child protection.

All of these policies have been written, not simply to meet statutory and other requirements, but to enable and evidence the work that the whole school is undertaking to ensure the implementation of its core values (Respect, Integrity, Compassion, Honesty and Trust).

EWDS is committed to safeguarding and promoting the welfare of children and young people and expects all staff, volunteers, pupils and visitors to share this commitment.

All outcomes generated by this document must take account of and seek to contribute to safeguarding and promoting the welfare of children and young people at EWDS.

The policy documents of EWDS are revised and published periodically in good faith. They are inevitably subject to revision. On occasions a significant revision may have to take effect between the re-publication of a set of policy documents. Care should therefore be taken to ensure, by consultation with the Senior Leadership Team, that the details of any policy document are still effectively current at a particular moment.

We know that children communicate their thoughts and feelings through their behaviours.

We have a responsibility to try to understand what they are telling us, even if this may not be immediately apparent. It is important to connect with the underlying reasons the child may be behaving in a particular way. Their observable behaviour is grounded in their own experience of SEMH and often because of coping strategies that they have developed over time, so our job is to support, identify, interpret and redevelop so that a child is able to respond to difficulties and challenges in different, healthier, and safer ways. We also work hard to celebrate the uniqueness of each child and their experience of their SEMH so that, by the time they move on from EWDS, they are better able to understand their own diagnosis and needs, its impacts on themselves as individuals and on those around them and even to celebrate their differences.

We recognise that many of the young people placed at EWDS may have struggled in previous specialist or mainstream placements. Alongside existing and different cognitive, social, emotional, mental health or neurodivergent needs, many of our students may have experienced early childhood adversity that is likely to have made school feel particularly difficult.

We also recognise that previous educational experiences may have resulted in the children and young people at EWDS feeling a sense of shame about earlier failed placements that they have learned to cover with sometimes aggressive, avoidant and destructive behaviour.

Our role is to work therapeutically with all learners, to understand the uniqueness of their experience and to build and use healthy and positive relationships to help them develop greater self-esteem and realise that they can make different choices.

The combination of relationships, structure, routine, clear boundaries, and opportunities for thinking together promotes the development of positive, healthy, safe ways of relating to others and a positive whole school environment.

Children need to be supported in the process of learning to manage their own behaviour in order that they can enter into adulthood able to contribute as an effective member of the community. Our RICH-T school values (respect, integrity, compassion, honesty and trust) are integral to this learning process and our aim is to help our students understand and be able to apply each of them in real world situations.

We are aware that working in this way with children and young people can take time and that during their time at EWDS, it is likely that all children will go through periods of dysregulation and difficulty. All staff are aware that children can be destructive in their behaviour and school is vigilant and responsive to these behaviours.

School adopts the following tiered approach to supporting pupils to manage their destructive behaviours and actions:

- [Primary Strategies - see above](#)
- [Secondary Strategies - see above](#)

No single approach or technique is helpful in all situations for all children. Staff have a commitment to paying attention to the child's individual needs and to do what is effective, using the most appropriate strategies.

When a learner continues to struggle with ongoing dysregulated behaviour, the school is committed to exploring this behaviour, convening team meetings, solution circles and instigating Assess, Plan, Do, Review (APDR) cycles to enable staff to think carefully about the behaviour they are seeing, plan responses accordingly and take action to support change. As part of an ongoing response to periods of dysregulation for children and young people, we aim to work with parents and colleagues to identify different strategies and encourage more regulated behaviour.

Part of this work involves a tiered approach to managing destructive behaviours in school where damage to property occurs. Such damage may include: kicking of doors, damage to displays, equipment and resources, throwing of chairs and damage to classroom equipment such as interactive boards, TV monitors and computers.

Smoke Free School

Introduction

At our school, we take seriously our duty to promote children and young people's wellbeing and their spiritual, moral, social and cultural development (Education and Inspection Act, 2006). We see our commitment to creating a smoke free environment and developing pupil's knowledge, attitudes and skills in decision making around smoking as part of our work on keeping children and young people safe around drugs and managing risk.

Definition

A drug is any substance which affects how a person thinks, feels or behaves (World Health Organisation). The term includes medicinal, non-medicinal, legal and illegal drugs. Therefore 'drug' refers to nicotine as well as alcohol, volatile substances, medicines, illegal drugs and psychoactive substances (legal highs).

Aim

To ensure a whole-school approach to tobacco to protect all members of the school community from the harms of second-hand smoke and to prevent the uptake of, and reduce the prevalence of, smoking across the school community. Emily Wilding Davison School believes and supports the following educational aims in respect of drugs and substance use and misuse:

1. To enable pupils to make healthy and informed choices by increasing knowledge, challenging attitudes and developing and practising decision-making skills.
2. To provide accurate information about substances.
3. To increase understanding about the implications and possible consequences of use and misuse.
4. To widen understanding about related health and social issues.
5. To enable young people to identify sources of appropriate personal support.

Objectives

- To provide a smoking and vaping free school environment for the whole community.
- To ensure that tobacco education is part of the school's progressive entitlement curriculum of drug education / PSHE
- To promote the 'proud to be smoke free' message to all our children.
- To ensure that all staff promote positive attitudes and behaviour in relation to smoking/vaping.
- To ensure that staff have the knowledge and understanding of policies, procedures and agreed practice to support the implementation of the Smoke Free Policy.
- To involve all staff, governors, pupils, parents/carers and members of the wider school community, including outside agencies as appropriate, in the development of policy and practice in relation to tobacco.
- To adopt and support interventions that aim to prevent the uptake of smoking amongst pupils, staff, parents/carers and members of the wider school community.
- To involve the wider school community in interventions to prevent the uptake of smoking and vaping in young people, by providing stop smoking groups/support for parents and carers and through helping them to talk to their children about risk taking behaviours.
- To signpost assistance for pupils, staff and other members of the school community who smoke and wish to stop.
- To ensure that the School's Smoke Free Policy is applied when children / young people are taken off site.

Rationale

All members of the school community have the right to work and learn in a smoke free environment.

Exposure to second hand smoke (passive smoking) increases the risk of lung cancer, heart disease and other illnesses. Exposure to role models who smoke also normalises smoking behaviour, which can have a significant negative impact on the delivery of the smoke-free message.

Smoking remains the largest preventable cause of death and illness in England, responsible for over 80,000 deaths per year. It kills half of all long-term users. Two thirds of all new smokers in England are young people under the age of 18. Those who start smoking before the age of 16 are twice as likely to continue to smoke compared to those who begin later in life, and are more likely to be heavier smokers (Muller

2007). The earlier children become regular smokers, the greater their risk of developing life-threatening conditions, such as lung cancer or heart disease if they continue smoking into adulthood.

Smoke-free school sites and non-smoking staff provide positive role models for children and young people and contribute to the development of a health-promoting school. This includes the use of vapes and e-cigarettes (electronic cigarettes).

Providing a smoke-free environment (Procedure)

- This Policy applies to pupils, staff, parents/carers, members of the public, contractors or others working / using the School premises, school vehicles and all other vehicles used to transport pupils.
- Smoking is not permitted by law in any part of the school's premises and grounds including the entrance area to the school, on land adjacent to the School building (e.g. car parks, garden areas, walkways, playgrounds etc.) or on the school road crossing patrol areas.
- There are no designated smoking areas provided within the School buildings or grounds.
- The Smoke Free Policy applies to all events / activities held in the School including before and after school sessions, any meetings organised which are attended by school employees as part of their work and/or visitors to such meetings/events.
- Suitable posters, displays and statutory no smoking signage will be displayed in school areas to create a positive visual message which supports a smoke-free working environment.
- Smoking or vaping is not permitted in any school owned/hired/leased vehicles, as well as private vehicles when used for carrying pupils or staff on school business. Please note: **this is a statutory requirement**. Schools also have a duty to reinforce the smoking legislation on buses used for pupil transport.
- This Policy applies when pupils are taken off site on school excursions/ visits/trips. Staff and accompanying helpers will be reminded that smoking is not permitted when on duty / looking after pupils.

Smoking prevention activities (Procedure)

- This school promotes healthy living and expects all adults in the school community to fully participate in providing aspirational role models for the pupils.
- Employees are not permitted to smoke or vape in the view of pupils. Employees who do smoke will be asked to ensure they cannot be seen smoking by pupils or other members of the immediate community, even if it is off the school grounds.
- Employees will not take any smoking or vaping equipment or materials into any area of the school where there are pupils. They will not be placed in classroom cupboards or any other area. The school insurance will consider any fire started by smoking related equipment on a smoke free site as negligent.
- Tobacco education is part of the School's progressive entitlement curriculum of drug education / PSHE (including the health effects, legal, economic and social aspects of tobacco use) which may be delivered across the curriculum (biology, chemistry, citizenship, geography, mathematics and media studies.)
- A range of age-appropriate methodologies will be used to deliver tobacco education with the aim of preventing the uptake of smoking including discussion strategies, use of new technologies, drama strategies including theatre in education and where appropriate use of outside agencies.
- Parents/carers are encouraged and supported to be actively involved in their child's drug/tobacco education through home /school activities, drug education evenings etc.
- Training on drugs including tobacco is available for all teaching staff as appropriate as well as pastoral staff and those involved in smoking prevention work including: the Head teacher, Senior Leaders, school governors and pastoral staff.

Responding to smoking related incidents

The following procedures will apply when there is non-compliance with the Smoke Free Policy.

Staff

All members of staff are required to comply with the school policies. The School's Disciplinary Procedure will be followed for members of staff who do not comply with the Smoke Free School Policy. The staff member will also be offered support to help them quit smoking through linking them with appropriate support in the community.

Pupils

The school will respond to any pupil either smoking or possessing smoking equipment as a matter of child protection. Any incident will be referred immediately to the Headteacher who will deal with it on a case-by-case basis (see appendix 1).

Pupils must not be in possession of smoking or vaping equipment on school transport, within the school building or during any off site school-related activity. (including school visits and residential).

Alongside each step in the response process (below), the school will always contact the manager of any establishment found to be active in selling tobacco or tobacco products to under age pupils and the Police may also be informed.

Non staff members/school visitors

Staff are authorised to ask non-employees who breach the Policy to adhere to the Policy.

Assistance for those who smoke:

Local NHS Stop Smoking Services are available to staff, parents/carers who would like to stop smoking (please note: this service will not be seen as a disciplinary action). Group and one-to-one support may be available for staff and parents/carers through the local Stop Smoking Service.

The NHS Stop Smoking Service may be able to set up a group for parents/carers and/or staff in school upon request. The School will promote these services regularly within the school and through parents' /carer's newsletters/ website etc.

Pupils found in possession of a vape

It is illegal for U18's to purchase or be in possession of a vape. Vapes removed from pupils will be retained by the school for 24 hours before being safely disposed of. Parents or carers who wish to collect their vape must do so within this 24 hour period (we advise you bring a form of ID) - the school will not transport or send the vape home. Collection must be carried out by a parent or legal carer only; no other family members are permitted to collect the vape on their behalf.

Where a pupil is repeatedly found in possession of a vape the school reserves the right to responsibly dispose of any vape with immediate effect.

Appendix 1: Actions resulting from non-compliance by pupils

Pupils must not be in possession of smoking or vaping equipment on school transport, within the school building or during any off site school-related activity. (including school visits and residential).

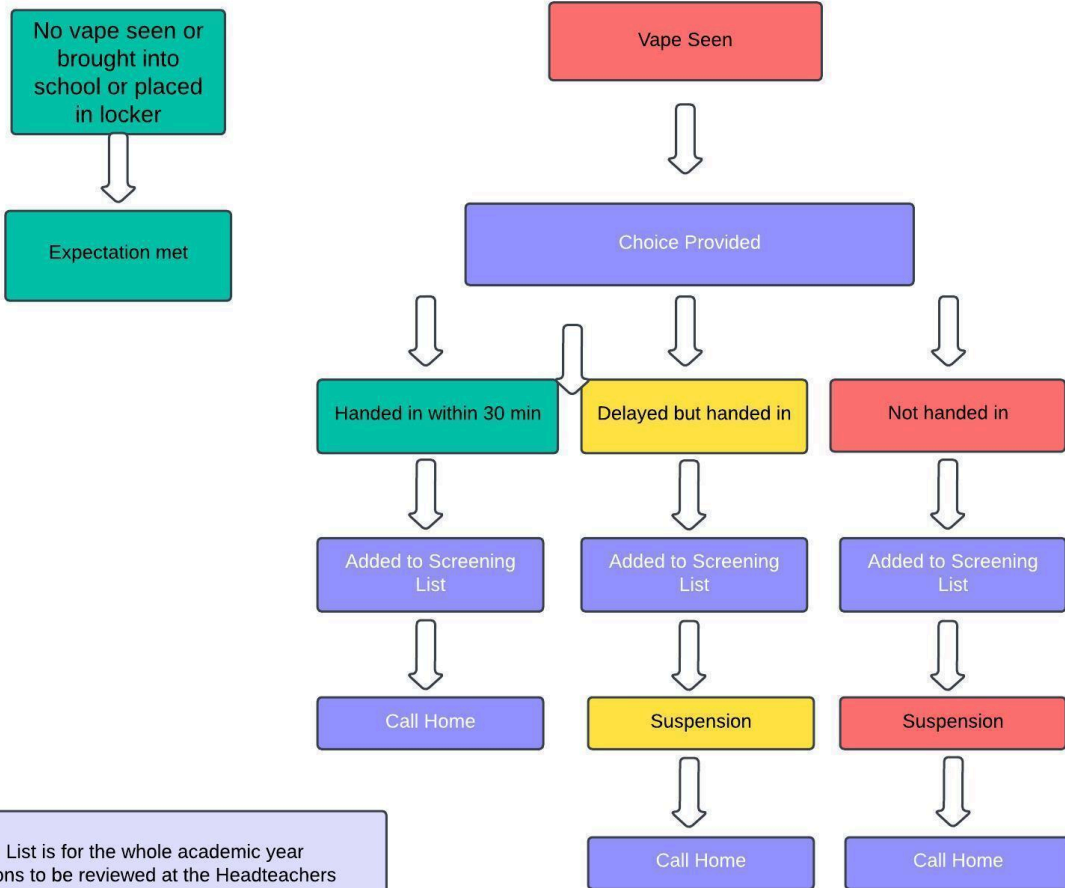
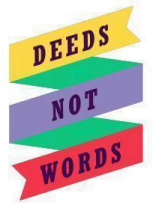
Alongside each step in the response process (below), the school will always contact the manager of any establishment found to be active in selling tobacco or tobacco products to under age pupils and the Police may also be informed.

If a pupil is in possession of smoking equipment, the following process will be followed

Smoking and vaping - The EWDS approach



Vape Pathway



Damage

Background:

This policy is one of a series of Emily Wilding Davison School (EWDS) policies that, taken together, are designed to form a comprehensive statement of the school's aspiration to provide an outstanding education for each of its students and of the mechanisms and procedures in place to achieve this. Accordingly, this policy should be read alongside these policies. In particular it should be read in conjunction with the policies covering equality and diversity, Health and Safety, safeguarding and child protection.

All of these policies have been written, not simply to meet statutory and other requirements, but to enable and evidence the work that the whole school is undertaking to ensure the implementation of its core values (Respect, Integrity, Compassion, Honesty and Trust).

EWDS is committed to safeguarding and promoting the welfare of children and young people and expects all staff, volunteers, pupils and visitors to share this commitment.

All outcomes generated by this document must take account of and seek to contribute to safeguarding and promoting the welfare of children and young people at EWDS.

The policy documents of EWDS are revised and published periodically in good faith. They are inevitably subject to revision. On occasions a significant revision may have to take effect between the re-publication of a set of policy documents. Care should therefore be taken to ensure, by consultation with the Senior Leadership Team, that the details of any policy document are still effectively current at a particular moment.

Intent

To promote and uphold a positive school environment that supports high quality learning.

Aims

This policy is intended to help staff carry out tasks to create and maintain a safe environment for all, with a specific focus on working with behaviours leading to damage, maintaining a therapeutic environment, and - within this - ensuring a calm learning environment.

Introduction

We know that children communicate their thoughts and feelings through their behaviours.

We have a responsibility to try to understand what they are telling us, even if this may not be immediately apparent. It is important to connect with the underlying reasons the child may be behaving in a particular way. Their observable behaviour is grounded in their own experience of SEMH and often because of coping strategies that they have developed over time, so our job is to support, identify, interpret and redevelop so that a child is able to respond to difficulties and challenges in different, healthier, and safer ways. We also work hard to celebrate the uniqueness of each child and their experience of their SEMH so that, by the time they move on from EWDS, they are better able to understand their own diagnosis and needs, its impacts on themselves as individuals and on those around them and even to celebrate their differences.

We recognise that many of the young people placed at EWDS may have struggled in previous specialist or mainstream placements. Alongside existing and different cognitive, social, emotional, mental health or neurodivergent need, many of our students may have experienced early childhood adversity that is likely to have made school feel particularly difficult.

We also recognise that previous educational experiences may have resulted in the children and young people at EWDS feeling a sense of shame about earlier failed placements that they have learned to cover with sometimes aggressive, avoidant and destructive behaviour.

Our role is to work therapeutically with all learners, to understand the uniqueness of their experience and to build and use healthy and positive relationships to help them develop greater self-esteem and realise that they can make different choices.

The combination of relationships, structure, routine, clear boundaries, and opportunities for thinking together promotes the development of positive, healthy, safe ways of relating to others and a positive whole school environment.

Children need to be supported in the process of learning to manage their own behaviour in order that they can enter into adulthood able to contribute as an effective member of the community. Our RICH-T school values (respect, integrity, compassion, honesty and trust) are integral to this learning process and our aim is to help our students understand and be able to apply each of them in real world situations.

We are aware that working in this way with children and young people can take time and that during their time at EWDS, it is likely that all children will go through periods of dysregulation and difficulty. All staff are aware that children can be destructive in their behaviour and school is vigilant and responsive to these behaviours.

School adopts the following tiered approach to supporting pupils to manage their destructive behaviours and actions:

1. Primary Strategies

These are all the things that we do as a school all day every day to develop a safe learning environment. They include everything from the safety of the school site and environments to the very individual support each learner needs around them, but include as well:

Secondary Strategies

When a learner continues to struggle with ongoing dysregulated behaviour, the school is committed to exploring this behaviour, convening team meetings, solution circles and instigating

Assess, Plan, Do, Review (APDR) cycles to enable staff to think carefully about the behaviour they are seeing, plan responses accordingly and take action to support change. As part of an ongoing response to periods of dysregulation for children and young people, we aim to work with parents and colleagues to identify different strategies and encourage more regulated behaviour.

Part of this work involves a tiered approach to managing destructive behaviours in school where damage to property occurs. Such damage may include: kicking of doors, damage to displays, equipment and resources, throwing of chairs and damage to classroom equipment such as interactive boards, TV monitors and computers.

Whilst we understand that some students may share their frustrations and communicate physically when dysregulated, deliberate damage to the school building when a child is not in distress is unacceptable and will not be tolerated.

If a student kicks through a door/causes damage, parents/carers will be required to collect them from school or arrange alternative transport home and a suspension will be put in place for the remainder of that day. This measure is necessary to highlight the importance of respecting our school environment and ensuring a safe space for all students and staff.

Uniform

Emily Wilding Davison School promotes an atmosphere which encourages students to reach their full potential socially and academically. Emily Wilding Davison School wants to create a culture in school where students feel proud of who they are and to establish a sense of belonging.

When children wear a uniform, as well as gaining a sense of pride, schools often report improved discipline and concentration, ensuring they are prepared for learning.

Aims and Objectives

- Develops a sense of community and belonging to Emily Wilding Davison School.
- Gives each student a sense of identity.
- Students will look smart.
- Allows students to feel equal to their peers and alleviates any pressures on them to wear designer brands.
- Identifies students who attend our school.

Uniform: Dark trousers, dark tracksuit bottoms, dark leggings or dark skirt. Dark, white or grey polo top. Dark sweatshirt or black hoodie.

All students will be given two Emily Wilding Davison Hoody when they start on roll.

Footwear: Dark shoes or trainers

Emily Wilding Davison School believes that it is important that students wear footwear that is both practical and safe. Emily Wilding Davison School requires students to wear school shoes or trainers, during outdoor activities students may bring wellington boots but must change their footwear when returning indoors. Boots, steel toe cap boots and open toed shoes are not permitted.

Jewellery

Rings, necklaces and earrings can be a hazard in school. Emily Wilding Davison School allows students to wear a small stud in each ear and a wrist watch. For PE lessons plasters can be provided for ear piercings. Any other jewellery worn by students will be asked to be removed by a member of staff.

Should a student need to wear jewellery for medical or religious reasons, parents or carers must ring the school and speak to the Safeguarding Lead Elizabeth Airey.

School Stepped Approach to Uniform

As a school we have created a stepped approach to encourage and support families when students are not wearing the correct uniform. This starts initially with school providing a couple of hooded school jumpers.

Step 1

All parents will receive a letter regarding schools expectations for students' uniforms along with a phone call.

Step 2

Students will receive a personalised letter regarding the concerns around the students uniform. The letter will state the issues with the uniform and how we can address the concerns. Additionally a phone call will be made again.

Step 3

Parents/Carers will receive a third phone call regarding the concerns around the students uniform and how we can support the student to wear the correct uniform this will be added to the students Safe School Agreement.

Step 4

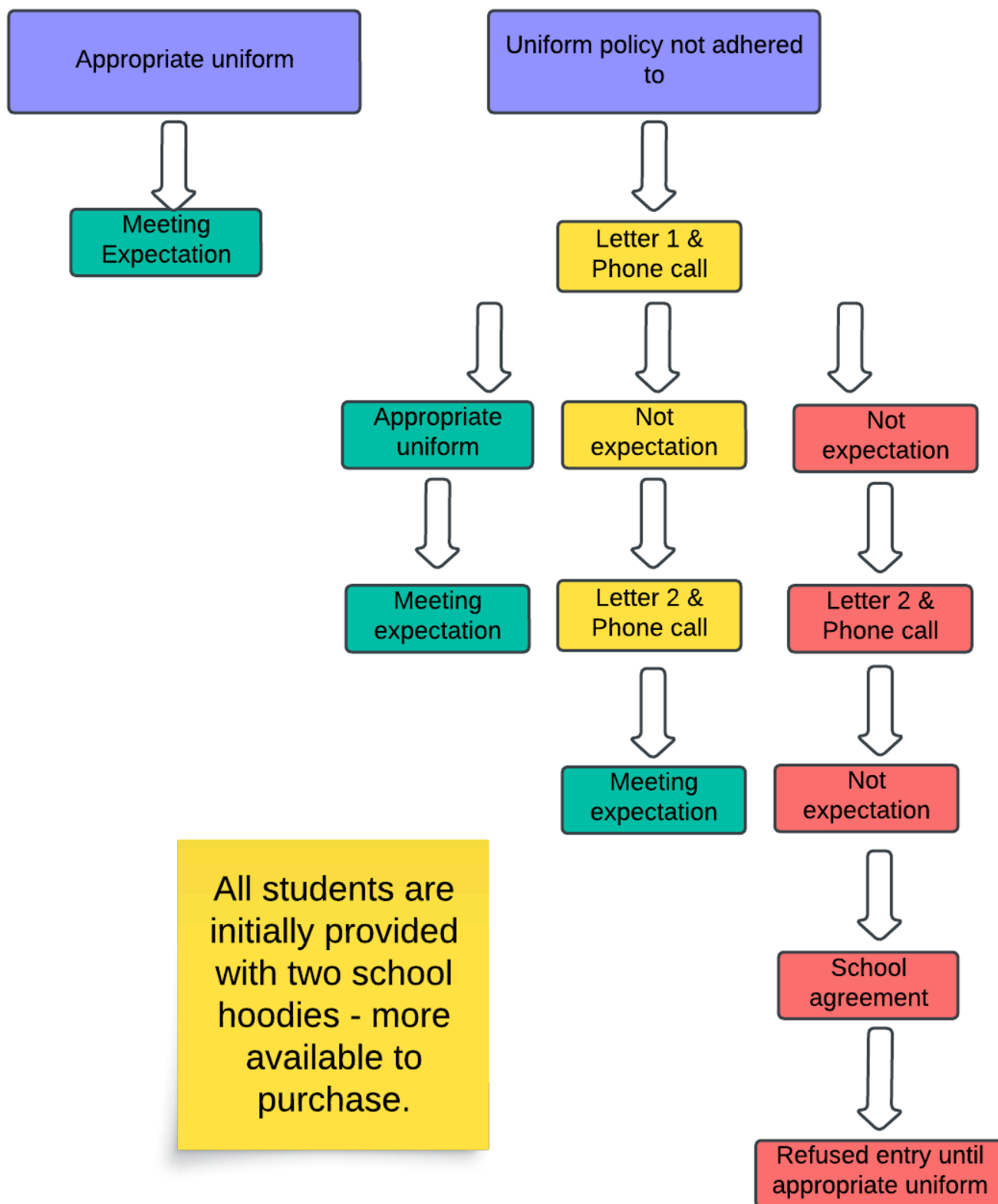
Students will be refused entry into school and it will be with the responsibility of the parent to collect their student from school or bring the uniform to their child.

Step 5

Where a student consistently wears the incorrect uniform and Step 4 is repeated, school will explore alternative curriculum pathways for your child.

As a school we appreciate that our students can find strict and excessive rules challenging but we are confident we have developed a measured approach that can support all concerned.

Uniform- The EWDS approach



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