

Behaviour Policy

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Approved By:	Trustees
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Impact Assessed	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
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Document Control

This document is issued, controlled and impact assessed by the Senior Leadership Team.

The latest version of the procedure will be maintained on the School Website

Scope

Endeavour Academy is committed to creating an environment where positive behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and to encourage others to do the same.

Purpose

To provide simple, practical procedures for all staff and students that:

- Recognise behavioural norms;
- Positively reinforce behavioural norms;
- Promote self-esteem and self-discipline;
- Teach appropriate behaviour through positive intervention.

This procedure applies to all students and should be read in conjunction with the Child Protection Policy, Attendance Policy, Anti-Bullying Policy, School Discipline Plan, Health and Safety Policy and Equality and Diversity Policy.

At Endeavour Academy we recognise that effective teaching and learning will only take place in an atmosphere where there is a clear understanding of what is, and what is not, acceptable behaviour. All members of the Endeavour Academy Community are asked to play a part in ensuring that the rules and practices governing good behaviour are followed. This is in order that:

- Good behaviour is taught and rewarded ('Earn as you Learn');
- Problems are minimised or, better still, do not occur in the first place;
- Where problems do occur, measures are in place to reduce their impact on the smooth running of the school.

Endeavour Academy also acknowledges that the following key issues must be recognised if a whole school approach to behaviour management is to be successful:

- A clear understanding of the aims of the Endeavour Academy is crucial in the implementation of a whole school behaviour policy. Everyone must know where they are going and why;
- We can change behaviour, including bullying, by working together;
- We should communicate fully with each other about all issues concerned with behaviour;
- We should record all incidents;
- Parents play a crucial part in supporting good behaviour at school, we welcome and value their support in setting high expectations;

- Calm and controlled interventions can help to deal with inappropriate behaviour.
- Consistency, fairness and appropriateness are crucial in the implementation of this policy. Rules, rewards and punishments should be clearly stated;
- Rewards are a very effective way of promoting good behaviour;
- Students should be encouraged to take responsibility for their own conduct and to self-discipline – student led risk management plans to be implemented giving students the opportunity to have a voice, identifying triggers and support techniques;
- We will use “Restorative Justice” principles to challenge wrong doing.

Aims of the behaviour policy

- To create a culture of positive behaviour in school;
- To ensure that all students are treated fairly, shown respect and promote good relationships;
- To help students to take control over their behaviour and be responsible for the consequences of it;
- Promoting self-management and effective communication;
- To build a school community which values kindness, care, good humour, good temper, obedience and empathy for others;
- To promote community cohesion through improved relationships;
- To ensure that positive behaviour is the minimum expectation for all.

Principles of behaviour for Endeavour Academy

Ready, respectful and safe

At Endeavour Academy we prepare students for their next step whether that be further study, Apprenticeships or work. Our minimum expectations of every student are:

Ready (ready to learn, ready to work)

Allow students to learn and teachers to teach:

- Be on time, use a clock or ‘phone, wear a watch;
- Bring the correct equipment and resources;
- Dress appropriately;

- 'Phones on silent during learning time – stored securely in student lockers.
- Complete homework on time and meet all coursework and other deadlines;
- Valuable items should not be brought into school. Any items placed in lockers are done so at the student's own risk. Locker keys are provided and students should keep them safe to avoid any issues.

Respectful

Respect the work of all members of Endeavour Academy and the Learning Community:

- Listen to others and expect to be listened to;
- Use appropriate language and a polite tone;
- Look after buildings, displays and equipment;
- Use all equipment safely and return to its rightful place;
- Attend all sessions;
- Be aware of school evacuation procedures and use them whenever necessary.

Safe

Respect people's safety, feelings and property:

- Show you belong : wear your uniform, badge and lanyard;
- Follow Endeavour Academy rules for health and safety;
- Be in the right place at the right time;
- Keep hands, feet, objects and personal comments to yourself;
- Tobacco, drugs, solvents, matches and lighters are banned. The Endeavour Academy is a totally non-smoking school. Selling any illegal substances is not allowed;
- Knives, laser pens and any other items which can cause physical injury are banned.

In addition to the above rules, students are expected to dress appropriately at all times when attending school and during their journey to and from school.

Rewards and SANCTIONS

Guiding principles

Rewards should cover a whole range of academic and non-academic achievements. Sanctions should be fair and consistently applied but flexible enough to take individual circumstances into account.

Annex A and B set out the reward and sanctions. We recognise that if rewards or sanctions are to be effective then they should:

- Be consistent
- Be appropriate
- Be manageable
- Focus on the act, not the student

General strategies for praise and reward

Whenever possible and wherever appropriate staff should seek to praise and reward students' achievements. We expect all staff to use the following strategies as widely as possible. They are simple, easily applied and can be very effective:

- ✓ Verbal praise
- ✓ Use of post cards
- ✓ Achievement Points/'Earn as you Learn'
- ✓ Positive comments written in planners and/or on written work
- ✓ Referral to a member of the Leadership Team
- ✓ 'Phone call home

Special rewards for achievements

On a day-to-day basis rewards will be given as described above. Exceptional achievements will be recognised through a range of other activities including special assemblies and awards ceremonies.

Earn as you Learn

Students have the opportunity to earn 20p during each session they attend. Tied into attendance – have to be there to earn. 20p will be achieved by students who complete sufficient work, show respect and behave well

Strategies for monitoring and reporting

Meeting with / letter to parents

This is also not a strategy that should automatically be seen as a punishment, since contact with parents is recognised by the school as being probably the single most effective way of providing support for students who are causing concerns and/or having difficulties at school. Contact with parents would normally be established by a Learning Mentor or the Deputy Head of School to discuss a serious incident of misbehaviour or repeated misdemeanours which are given rise to

concern. Contact with parents would usually be linked to other monitoring strategies in an attempt to enlist parental support in correcting unacceptable behaviour.

e.g. – A student whose behaviour across a range of lessons is disrupting both their own learning and that of others, or a student who has been involved in a serious breach of school rules.

IBP - Individual Behaviour Plan (IBP).

The student will be set a number of behavioural targets and the plan will run for six school weeks. Parents / carers will be informed by letter that the IBP has been set and students will need to have their IBP signed by the parent / carer each night.

Approved punishments or sanctions

Our school has a set of approved punishments and sanctions which can be used to respond to incidents of misbehaviour. This section aims to set out those punishments and sanctions and should read in conjunction with the School Discipline Plan which also set out appropriate lines of referral. In general, all staff have access to these sanctions and punishments with the exception of:

- The Head of School may exclude a student from school
- A member of the Leadership Team may exclude a student internally from all lesson and arrange a placement at one of the co-sponsors Learning Support / Behaviour Support Units (as appropriate)
- A member of the Leadership Team may isolate a student in school.
- Any member of staff may put a student into detention
- Contracts of Behaviour Reports and IBP will usually be implemented by a member of the Leadership team although other staff, particularly Learning Mentors, may be involved in their monitoring and evaluation
- Teachers and Learning Mentors may issue detention in line with the school behaviour code.

In setting out below the approved punishments and sanctions we have sought to put them in some order of priority and to give examples of the types of misconduct for which each might be appropriate. It should be borne in mind however that the seriousness of a punishment may also be influenced by who gives it as well as what it is. A detention given by the Head or Deputy Head of School would therefore be rightly viewed as more serious than a detention given by another member of staff. The school operates a behaviour management system. It is the role of the class teacher to manage behaviour in their classroom, and all incidents should be dealt with at this level before escalation to the next step.

Approved Sanctions

Level 1 Classroom Teacher:

- Verbal Warning
- Reminder
- Break-time detention
- Lunch-time detention

Level 2 Learning Mentor

The Learning Mentor will receive the Behaviour Referral slip from the classroom teacher following issue of detention. The Learning Mentor may then want to consult with the Teachers before deciding upon further action. Sanctions at this stage may include:

- Counselling with the Deputy Head of School
- Learning Mentor Report
- Restorative Justice
- Detention

Level 3 Senior Leadership Team

If behaviour persists following teacher and Learning Mentor intervention then the Behaviour referral form should be passed to the Deputy Head of School. Sanction at this stage may include:

Isolation with SLT

The student will spend one day in isolation supervised by one of the senior leadership team

Senior staff detention

Appropriate especially for more serious and/or persistent misdemeanours within the classroom or elsewhere have led to a referral to a member of the Leadership Team. The seriousness is reflected in the fact that a formal letter is always sent home and the detention is logged and included on the student's next report.

Internal exclusion

Used for serious incidents of misbehaviour in the classroom or elsewhere. It is usually combined with other strategies such as contracts of behaviour and regular review meetings with parents. The normal duration of internal exclusion would be between one and three days. During this time students would be in isolation throughout the school day (including break and lunchtime) and supervised by a member of the Leadership Team or a Senior Learning Coach. The student may be placed in one of our partner schools behaviour units.

e.g. – A student who assaults another student, persistently flouts school rules, is rude to a member of staff or persistently uncooperative.

Parent Meeting / PSP

Persistent failure to meet behaviour expectations will result in a parent meeting being called where a Personal Support programme will be agreed with parent, School and Student. This will be reviewed on a monthly basis.

Fixed term or permanent exclusion from the Endeavour Academy

Where a decision is taken to exclude a student it is invariably done on the grounds that the students' behaviour constitutes such a serious challenge to the good order of the school that any

other punishment is not sufficient. Parents will be invited to a meeting prior to re-integration into school.

All exclusions, whether fixed term or permanent are put into effect strictly within the terms set out in current educational law. Permanent exclusions can only be recommended to Trustees in very serious situations when no other alternative is deemed possible. In many cases this would follow on from the creation of a PSP to monitor the student's conduct.

The Trustees recognise that misdemeanours which can result in exclusion include:

- Violence, whether expressed in actions or threats, towards other people on the premises;
- Actions or words to a member of staff, or in the presence/hearing of a member of staff, which are judged to have the effect of seriously undermining their authority;
- Offensive written material which is judged to have the effect of undermining the authority of a member of staff;
- Persistent misbehaviour (e.g. refusal to comply with reasonable instructions) which effectively limits the opportunities for "students to learn and teachers to teach";
- Bringing to school, or handling on behalf of others, items likely to endanger the safety of others or to be injurious to the well-being of others; this includes weapons of all kinds and any dangerous substances, including alcohol, illegal drugs and solvents;
- Attending school under the influence of alcohol, illegal drugs and solvents;
- Acts of major/malicious damage;
- Actions being likely to cause significant disruption to the orderly running of the school;
- Being in persistent or serious breach of a previously drawn up contract of behaviour.
- Theft of personal possessions or school property.

The student has the right of appeal at this stage. All of these matters will be confirmed to the learner in writing.

Breach of this policy may lead to action being taken under the School's formal Disciplinary Procedure. Any employee, who feels they have been treated in a manner contrary to the spirit of this policy, should seek recourse in accordance with the School's Grievance or Dignity at Work procedures.

Documents and records

- Safeguarding Policy
- Attendance Policy
- Anti-Bullying Policy
- Health and Safety Policy
- Equality and Diversity Policy