

Promoting Positive Behaviour Policy

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Document Control

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

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

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INTRODUCTION

All Endeavour Academy students have been referred from their commissioning school as they have been unable to cope within a mainstream setting and require additional support. Each of our students present with a range of Social, Emotional and Mental Health issues (SEMH) that have led them to be unsuccessful in the mainstream school environment. Students with SEMH require specific boundaries and consistency in the application of behaviour expectations. It is expected that students of this nature will at times, exhibit a range of challenging behaviours and emotional insecurities, including self-esteem issues, vulnerability, and anxiety and, in many instances, low self-confidence. With many there may be a history of bullying or being bullied and it is expected that many will have particular difficulties in dealing with change and transitional phases, including their transfer to the academy. We also support students who have a history of self-harm and some who are at risk of CSE.

A Restorative Practice is used by all Academy staff and students when dealing with issues.

ROLES AND RESPONSIBILITIES

All adults in the Academy have an important responsibility to model high standards of behaviour, both in their dealings with the students and with each other, as their example will have an important influence on the students.

- encourage relationships based on care, respect and understanding of the needs of others;
- ensure fair treatment for all regardless of age, gender, race, ability and disability;
- show appreciation of the efforts and contributions of all;
- display the highest standards of conduct, including the modelling of punctuality, consistency and fair and equitable boundaries.
- incorporate empathy, unconditional positive regard and genuineness into our daily routine in supporting with positive behaviour.

BEHAVIOUR EXPECTATIONS

The following behaviour expectations have been developed in consultation with all stakeholders. The behaviour expectations outline the behaviours that should be demonstrated by the students on a day-to-day basis. For each expectation, we appreciate there will be times where students make mistakes and get it wrong. In these instances, students have the opportunity to correct their behaviours before a sanction is implemented. It is important that students see what the reward for positive behaviour is and how staff at the Academy will support them to ensure positive behaviour.

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Expectation	Reward for Positive Behaviour	Opportunity to correct	Action if not complied with	Consequence / follow up	Staff responsible	Staff will
1. Students will attend the academy and arrive on time.	Personalised rewards for excellent Attendance & Punctuality and improved attendance	Reason provided, student to correct for the next day	Students will be spoken to 1:1, any issues identified and targets set. More than 60 minutes late in a 3 week period prohibits access to Rewards Trip.	Attendance monitoring and tracking. Parental meetings. EWO involvement.	SLT /LMs / Attendance Officer	Demonstrate unconditional positive regard and a welcoming environment when entering the academy.
2. Students will place any electronic devices, including mobile phones into their lockers as soon as they enter the building. (These are allowed back during breaks).	Students who place devices away without fuss, will be allowed access to them at break and lunch time.	If seen with any electronic devices during lesson times, students will be given one opportunity to lock away. If seen for a second time will be asked to hand it over for the remainder of the day and have no access to it at break it lunch.	Refusal will result in confiscation. If phone/ electronic device is not handed in by a certain time, students to remain outside the Senior Leadership Team Office until handed in.	Students are allowed their phone back at the end of the day. Parents informed of non-compliance.	LMs / teachers / SLT	Prompt students upon their arrival into the academy to avoid any negative behaviour. Staff in the academy will not use their own devices in and around the academy, unless using as a resource in lessons.
3. Students will arrive in the correct uniform (See Appendix 1).	Students will receive praise and recognition for looking smart and representing the school well.	Students can borrow items of uniform	Refusal to borrow uniform results in students being sent home to change (if local) – permission	Parents informed of non-compliance and that students will be sent home immediately if not in uniform	SLT / LMs	Ensure they wear appropriate school wear at all times. Provide clean replacement garments for when students

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	Students will dress smart may be chosen to represent the academy in special events		from parents required first or parents can bring in correct uniform. Those from out of area will be placed with a LM for the day	the following day. Placed with LM.		need to borrow uniform. Reminders to parents / carers Newsletters Texts
4. External jackets and hats will be put in locker upon arrival, and not removed unless leaving the academy.	Students receive praise and recognition for looking smart and representing the academy well.	If seen with external jackets and hats, students are given opportunity to place in locker.	SLT confiscate and return at the end of the day – not before.	Students are allowed their items back at the end of the day. Parents informed of non-compliance. Students not permitted in through to the main building the following day unless coats, hats, etc. handed over to be placed in lockers or SLT Office.	LMs / Teachers / SLT	Staff on outside duty will prompt a reminder to put all external items in their lockers as they enter into the academy. Staff on inside duty will support in reminding/ provide assistance in opening lockers.
5. Students will remain in the classroom for the duration of the lesson.	Where students have shown a sustained period of staying in the lesson, EAYL Points to be awarded.	NONE NEGOTIABLE Discussion with LM Establish need for time-out cards as part of support plan.	Students lose a point if they leave the lesson.	Parents will be asked to attend trigger meetings where students' behaviour escalates over the course of the academic year to set targets for improvement.	Class teacher / LMs	Provide a stimulating atmosphere in which motivation can thrive. Academy staff will provide empathy, genuineness and unconditional positive regard in all instances.

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<p>6. Students will refrain from using foul language.</p>	<p>Where students use positive language or correct other student's language, EAYL Points to be awarded.</p>	<p>Any inappropriate language is to be challenged: students reminded of the effects on others, alternatives provided and/or a reminder that the inappropriate term is not suitable for use in school.</p> <p>Student given the opportunity to apologise.</p>	<p>If poor language persists or refusal to apologise, LM is to be called to speak with the student away from others and steps forward agreed. LM to share with the class teacher.</p> <p>Loss of points for foul language.</p>	<p>Parents contacted and requested to speak with child about appropriateness of language.</p> <p>For regular concerns regarding language, intervention programme.</p> <p>Restorative conferences to be held where concerns are raised by staff to provide an understanding to the students.</p> <p>Where students continue to defy the academies expectations, Behaviour Intervention Programme to be implemented.</p>	<p>All academy staff.</p>	<p>Use positive communication in the academy.</p> <p>Challenge students on the meaning of the words used and their appropriateness.</p>
<p>7. Activities set during the lesson will be completed to the best of each student's own ability.</p>	<p>Students will receive EAYL for sustained work ethic within lessons.</p>	<p>NONE NEGOTIABLE</p> <p>Students will be spoken to away from others, encouragement given from staff and support with tasks offered.</p>	<p>Class teacher to monitor progress, requesting BLP intervention if necessary.</p> <p>Loss of points.</p>	<p>Parents will be asked to attend meetings where students' behaviour escalates over the course of the academic year to set targets for improvement.</p>	<p>Teachers / LMs / SLT</p>	<p>Effective use of LM time within class, identifying issues and offering support</p> <p>Provide work set to the right ability to ensure progress is made.</p>

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						Where asked, provide extension/ homework/ revision tasks
8. All litter to be placed in the bin.	Students who are proactive in clearing up after others or support staff in clearing up to be considered for EAYL Points.	Students asked to pick up rubbish and place cups in mini bin.	Refusal resorts in a restorative activity where students will be issued with a litter picker to collect rubbish.	Parents informed of non-compliance.	All academy staff	Set a positive example in supporting to keep the academy clean. Provide recycling opportunities
9. Smoking is not permitted on the academy site.	Students who engage well with interventions to stop smoking will be considered for EAYL Points.	Students to extinguish cigarettes immediately and hand over all contraband – not returned.	Students who smoke inside the academy will be reported to SMT and site manager arranged to discuss safety implications. Students who are caught smoking outside will be issued with SMT detention, referred to School Nurse. Parents to be made aware. Referral in conjunction with smoking cessation.	Where staff are aware of /local shops supplying contraband, referrals to the police will be made.	LMs / SLT	Be empathetic to students' addictions. Provide regular intervention from the School Nurse

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10. Respect others: staff and students.	Students to be considered for EAYL Points.	Restorative conference – to include sincere apology.	SLT Sanction for disrespectful behaviour to be issued if unresolved.	Parental involvement Possible exclusion Possible loss of placement	All academy staff	Demonstrate positive behaviour within the academy. Educate students through the use of the Tutorial Programme and Citizenship
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Vocational providers:

All of the above expectations apply when engaging in activities with external providers. Repeated issues may result in loss of vocational provision privilege.

Additional loss of points to be determined by SLT.

Offsite activities:

Jeopardy of health and safety may result in loss of offsite privilege. Additional loss of points may occur depending on the nature of the behaviour.

Dependant on the severity of the behaviour, bringing the academy into disrepute could result in further sanction.

The components of a positive approach to behaviour management include:

- An understanding of normal child development and the origins of problem behaviours.
- Written policies and agreements, including Home Academy Agreements, so that everyone knows what they can expect.
- Involving students in creating behaviour management plans, identifying triggers, strategies which work to de-escalate and resolve issues should they arrive with the objective being to minimise the risk of behaviours occurring in the first instance.
- Understanding what happens when the individual student is part of a group: identifying how they can be supported to manage themselves, or be managed, so that any triggers can be addressed and removed. The development of a Pen Portrait for all students supports this process.
- Having graduated de-escalation and diversion strategies to pre-empt or limit the negative behaviour.
- Teaching conflict resolution skills and strategies.
- Keeping clear incident records that allow for discussion, learning and changed practice as a result of the monitoring of incidents in respect of the individual student, staff members and good practice in general.
- Where possible, resolve behavioural concerns restoratively through conferences or activities to provide an opportunity to reflect and put right any negative behaviour.
- A method of debriefing for all involved that encourages students and staff to express their views about incidents and to learn from them.
- Encouraging students to voice concerns if they feel they have been unfairly treated in any way.
- Keeping parents, carers and relevant professionals' involved and informed at all stages, from policy development and assessment to monitoring of incidents.
- Taking all complaints seriously and being open to external and independent scrutiny.
- Regular management review of both individual incidents and patterns of incident and behaviour, within and across settings.

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All staff are trained in Restorative Approaches to behaviour management and on-going de-escalation techniques (specific to individual children if necessary).

RECORDING OF BEHAVIOURS

All Endeavour students have the opportunity to 'Earn as they Learn' using a RAG (Red, Amber and Green) system and are given the opportunity for a 'fresh start' in each separate lesson. Points are awarded throughout the entire day, during each separate session. Students who exceed expectation receive 2 (green) reward points and those who meet expectations receive 1 (amber) reward point, whilst those who do not meet expectation will not receive a point (red) for that particular period. We understand that students may have barriers towards certain subjects which can impact on productivity and behaviour and believe that by providing an opportunity to leave issues behind and start again when entering the next classroom reduces the risk of escalation and allows for students to turn around / improve upon their behaviours and attitude. Restorative practice is used throughout to promote positive actions and usually results in work being completed with support from teachers at a later time on 1:1 basis. Students are given opportunity to redeem their points if work is completed to a good standard and behaviour has been positive.

WHO RECORDS THE BEHAVIOUR?

Within the Academy, it is the responsibility of Learning Mentors who visits each classroom at the end of the lesson to record any behaviours and achievements requested by the class teacher. For Ready to Learn, Personal Development, and during social times, staff can communicate any behaviour (both positive and negative) that requires recording during the daily debrief. It is then the responsibility of the Learning Mentors to upload the information to the dailies and individual logs.

REWARDS TRIP CRITERIA

At the start of every three week cycle, students will have the opportunity to start 'afresh' on meeting the required criteria to attend the Academy's rewards trips. Thresholds are set twelve times during the course of the academic year, which encompass percentage attendance (Minimum of 85%), minutes late (Maximum of sixty minutes late over a three week period) and behaviour expectations (minimum of +50 conduct points in a 3 week period). Students meeting these thresholds will be invited to attend a rewards event.

TERMLY TUTOR GROUP REWARD CRITERIA

In order to keep individual students motivated to present positive behaviour, Termly Reward (12 weeks) will be given to a Tutor Group who has a student meeting or exceeding a set number of conduct points for the given period. Should the individual student significantly exceed the criteria, additional incentives will be made available to the group to motivate positive behaviour between peers.

Should an individual not receive any behaviour points (only acquiring achievement points) throughout the academic year, individual rewards will be discussed and distributed by the staff team.

BEHAVIOUR INTERVENTIONS

Where a student cannot rectify their behaviours through the above behaviour expectations and the restorative approach, a student may be requested to attend an appropriate Intervention Programme, prior to fixed-term exclusions being implemented. This will be internal where a student will be directed to attend the provision outside the usual school times, if necessary an alternative location may be used within the sponsor premises. Communication will be made with parents to confirm the dates, times and location of the provision. On all occasions, work and resources will be set which enables the student to reflect on their behaviour.

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EXCLUSIONS

Whilst maintaining consistency of response, Endeavour Academy will operate with some flexibility to take account of students' individual circumstances.

Fixed term exclusions are given in response to very serious incidents of undesirable behaviour or repeated undesirable behaviour. The exclusion is an outward and visible sign that such behaviour is absolutely rejected by the academy and allows time for reflection and discussion at home, before returning to normal education. Other responses may be applied alongside the fixed term exclusion (see guidance on length of exclusions), including intervention and support from One Point professionals.

After each exclusion, a re-integration meeting will be held with the student, parent / carer and any other relevant members of staff to ensure the student and parents / carers understand the expectations of the academy. Until this meeting has taken place, the student will not be allowed through to the main academy area. Where exclusion is used as a sanction, appropriate intervention will be considered in order to support the positive improvement in behaviour of the student concerned.

Examples of Misdemeanours likely to be regarded as very serious

These would include, but are not necessarily limited to, physical aggression, possession of illegal substances or offensive weapons, bullying or sexual / racial harassment, use of extremely obscene or defiant language, bringing dangerous (including inflammable or explosive) materials on the site, vandalism, misdemeanours which continue in a defiant manner despite warnings and support, repeated disruptive or defiant behaviour, foul language or calculated idleness, bringing the Academy into disrepute and malicious allegations against staff.

Legal Context

Endeavour Academy and our Trustees will work within terms of statutory guidance and procedures including, if appropriate, guidance on SEN for students with Social, Emotional and Behavioural Disorders.

Purposes of exclusions

- To make a clearly understood statement that certain behaviour is not to be tolerated within the academy.
- To present students and parents / carers with their responsibilities in terms of responding to serious disciplinary issues.
- To protect the educational and social wellbeing and/or safety of other students.
- To protect the wellbeing and/or safety of staff.

Situations when exclusions may be deemed to be an appropriate response

- ✓ serious breaches of discipline, possibly involving violence;
- ✓ criminal behaviour;
- ✓ the use of extremely obscene language towards adults;
- ✓ health and safety risks to other students' well-being and safety;
- ✓ possession of illegal substances;
- ✓ extreme defiance or insolence;
- ✓ making malicious allegations against staff;
- ✓ bringing the academy into disrepute;
- ✓ less severe, but nonetheless serious matters of discipline, when earlier warnings have not been heeded (e.g. smoking after repeated warnings, failing to adhere to examination requirements);
- ✓ consistent poor behaviour in lessons leading to disruption of the learning of other students.

Prior to exclusions, consideration may also be based on a pattern of undesirable behaviour.

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The length of the fixed term exclusion

On the first occasion a student receives a fixed-term exclusion, the time served will be dependent on the misdemeanour.

On the second occasion a student receives a fixed-term exclusion, the time served may be longer and, after several occasions, a student may be classed as a recidivist student and placed onto a Revised Programme of Study.

Revised Programme of Study

Students who have several fixed-term exclusions or who persistently defy the behavioural expectations of the school could be classed as recidivist students and put onto a Revised Programme of Study (RPOS). This would be after a range of interventions and strategies. Parents/carers will receive written notification.

The student will have a warning meeting with the Behaviour Manager and their Learning Mentor to discuss their behaviour record and the implications of continued poor behaviour choices. Any serious breach of the behaviour expectations will result in a 1 day exclusion, a second incident in a 3 day exclusion and third incident in a 5 day exclusion. Further incidents will result in an appearance before a panel of Trustees. If a student still does not meet behaviour expectations, they will then be placed on a Revised Programme of Study in which the student's times for attending will be altered. This, in effect, will be a final warning and, should the student's behaviour continue to cause concern, there is the likelihood that a recommendation to terminate the placement will follow.

Monitoring exclusions

Exclusions are monitored including numbers over time of exclusions. This is a measure of the success of the exclusion policy.

Public examinations during an exclusion period

Endeavour Academy will make arrangements for students on exclusion to sit any public examination that falls within the exclusion period. However, the examination may be supervised in isolation or held at another examination centre, for example: at another school.

Where a child should be during exclusions

Parents / carers have a duty to ensure that, when their child is excluded, he/she is not present in a public place during academy hours, unless there is reasonable justification for this. It will be for parents / carers to show reasonable justification. If a child is allowed in a public place, parents / carers may receive a penalty notice from the LA. They must also ensure that their child does not come to Endeavour Academy during the period of exclusion, especially to meet friends, at the end of the academy day.

PERMANENT EXCLUSION

This is seen as a sanction of last resort. The ending of a student's placement will normally be considered for persistent breaches of academy discipline, resulting in multiple fixed-term exclusions. The decision to end a placement may also be made by mutual agreement in favour of alternative provision more suited to the student.

DUAL REGISTERED STUDENTS ON TRIAL – ENDING OF A PLACEMENT

All Endeavour students complete taster days and at least 6 weeks trial periods prior to being offered a single registration place within the Academy. Students who refuse to participate effectively will not successfully transfer and the placement will end with students expected to return to their commissioning school.

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SEARCHING AND CONFISCATION OF INAPPROPRIATE ITEMS (Appendix 2)

The Academy reserves the right to search students for items that are banned by the academy rules. In addition, academy staff can search lockers and bags. If a student refuses to be searched then permission will be sought from parents or in extreme cases, the Police will be contacted.

The Academy can search students without consent for knives, weapons, alcohol, illegal drugs and stolen items. A search can be undertaken if the Academy has reasonable grounds for suspecting that a student is in possession of a prohibited item. Items found will be retained by academy staff and may be handed to the Police where necessary.

During a search, students will not be instructed to remove garments that are not outer garments. For clarity, outer garments means clothing that is not worn next to the skin but does include, hats, shoes, boots, gloves and scarves, coats and other additional jumpers, sports jackets and sweat shirts.

Section 91 of the Education and Inspections Act 2006, enables academy staff to confiscate, retain or dispose of a student's property, where reasonable to do so.

Academies are not required to inform parents before a search takes place or to seek consent to search their child.

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Appendix 1 (Academy Dress Code)

Following the academy's dress code is a foundation of a successful environment to learn. Please can you take careful note of the below and support your child in following the dress code:

- Endeavour Academy Sweatshirt; Grey sweatshirt Endeavour Logo. Students are not permitted to wear their own.
- Endeavour Academy polo shirt with logo as provided. Students will not be allowed to wear their own polo shirt under the sweatshirt.
- Footwear – suitable **plain black** footwear: must have closed front and back to them and have black laces.
- Trousers: Black school trousers
- Outside coats – are to be removed upon arrival.
- Incorrect uniform may result in a student having to borrow kit that is not theirs. Hoodies or unacceptable garments worn will be kept at reception until the end of the academy day.

Appendix 2 (Academy Expectations Poster)



What can **we all** do to reduce the risk of behavioural incidents in school?

- **Show respect to each other at all times**
- **Treat others how we would like to be treated ourselves**
- **Think before we act and be prepared to take responsibility for our actions**
- **Talk to a member of staff if we feel we are struggling in any way**
- **Be kind to ourselves and each other**
- **Stick together and look out for our classmates**
- **Be the best version of ourselves**
- **Reward for positive behaviour and attitude towards learning**

If behaviour is good then the environment will be better and everyone will be happier.

We will all get on with each other and will enjoy coming to school.

We will have a chance to get a good education which is what we all want.

We can make our families proud of us and show other people that we can do well.

We will get onto good college courses or apprenticeships and get good jobs to earn good money when we are older.