Behaviour Policy (Promoting Positive Behaviour)

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INTRODUCTION

Endeavour Academy students have been referred from their commissioning school as they have been unable to manage within the mainstream setting and require additional support available through the bespoke programmes, smaller class sizes and higher staff to student ratio. Students present with a range of Social, Emotional and Mental Health related issues (SEMH). Students with SEMH require specific boundaries and consistency in the application of behaviour expectations. Taking into consideration that all behaviour is a form of communication, it is expected that students accessing the provision will at times, exhibit a range of challenging behaviours and emotional insecurities, including low self-esteem issues, lack of confidence, individual vulnerability, and heightened anxiety. With many, there may be a history of bullying or being bullied and it is expected that some 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, suicidal tendencies and some who are at risk of CSE.

It is important that all those accessing the provision, students, parents / carers, staff and visitors feel valued and that mutual respect is promoted at all times. In attempts to repair harm and minimise conflict, Restorative Practice is used by all Academy staff and students.

ROLES AND RESPONSIBILITIES

To ensure a positive culture is maintained within the academy, all adults 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 student presentation and engagement.

All adults should:

- encourage relationships based on care, respect and understanding of the individual needs of others.
- ensure fair treatment for all, regardless of age, gender, race, ability, and / or disability.
- show appreciation of the efforts and contributions of all, promoting positivity, praise and individual recognition.
- 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 daily routines in support of promoting positive behaviours.

ENDEAVOUR ACADEMY 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.

In Endeavour …	Reward for Positive Behaviour	Opportunity to correct if expectation is not met	Action if not complied with longer term	Consequence/ follow up	Staff responsible	Staff pledge to support by
Attendance & Punctuality **Students attend the academy regularly and arrive on time, reporting any pre-planned absences.**	Personalised rewards for excellent Attendance & Punctuality and improved attendance	Reason provided, student to correct for the next day. Access bespoke support / intervention offered	Students will be spoken to 1:1, any issues identified, and targets set. Parents / carers informed and requests for further information and joint support	Attendance policy followed. Attendance monitoring and tracking. Parental meetings / support plan / signed agreement. Attendance Officer / Family Liaison worker support Local Authority guidance and support if necessary	Attendance is everyone's responsibility. Tutors/ Teachers / /LMs / Pastoral staff / Attendance Officer / SLT	Demonstrate unconditional positive regard and a welcoming environment when entering the academy.
Safeguarding **Students will place any electronic devices, including mobile phones into the lockable drawer provided.**	Students who place devices away without fuss, will be allowed access to them at lunch time. Frequent praise and recognition from staff.	If seen with ***any*** electronic devices during lesson times, students will be given one opportunity to lock away. If seen for a second time parents / carers will be asked to call and collect phone.	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 / carers informed of any non-compliance and where necessary asked to have phones remain at home or collect from school in person.	Receptionist / Attendance Officer / SLT	Prompt all students upon their arrival into the academy to avoid any negative behaviour/ challenge. Staff in the academy will not use their own personal devices in and around the academy.

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<u>Uniform expectations</u> **Students will present smartly, wearing full and correct uniform (See Appendix 1).** **Place external jackets, hats and bags in their personal locker upon arrival, where they remain unless the student is leaving the academy.**	Students will receive praise and recognition for looking smart and representing the school well. Students who dress smart may be chosen to represent the academy in special events. Rewards allocated for continuous respect of school expectations.	Students can borrow items of uniform. Pupil Premium can be accessed for those in need of financial support. Discrete conversations to identify reasons and implement support where necessary. If seen with external jackets and hats, students are given opportunity to place in locker or hang in SLT offices.	Refusal to borrow uniform results in parents / carers being contacted and asked to bring in correct uniform items. Those from out of area will be placed with a member of staff for the remainder of the day, including social times and parents / carers informed. SLT confiscate and return at the end of the day – not before.	Parents / carers informed of non-compliance and given opportunity to rectify. Informed that students will be sent home immediately if not in uniform the following day. Placed with key worker or relevant member of staff until issue is resolved. Items returned at the end of the school day. Parents / carers informed of non-compliance. Students not permitted in through to the main building the following day unless coats, hats, etc. are handed over to be placed in lockers or SLT Office.	Class Tutors/ Teachers/ LMs / Key workers / Pastoral staff / Family Liaison Worker / SLT (in this order)	Ensure they too wear appropriate school wear at all times / setting a positive example to students. Provide clean replacement garments for when students need to borrow uniform. Discreetly discuss issues preventing uniform with students / parent / carers and work towards rectifying. Regular reminders to parents / carers via Ping / Calls / Texts Subject teachers and mentors will pick up and ensure students entering the classroom follow expectations and are not permitted to remain in class wearing outdoor clothing. Staff on duties to give prompts and positive reminders to all.

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<u>Academic engagement</u> **Students attend timetabled sessions and remain in their classroom for the duration of the lesson unless attending a pre-planned intervention from their Subject Teacher or Pastoral Team.** **Students attempt the work set by their teachers and access the support offered in efforts to gain positive outcomes.**	Reward points are allocated using a simple RAG system to evidence students meeting expectations. Star of the lessons are awarded to anyone scoring a 3 – exceeding expectations. Rewards are allocated to those with the highest number of points. Parents / carers informed via postcard / text / phone call or parents evening. Whilst on trial, referring schools are also informed of the above	Non-Negotiable – students are unable to access academic support if they are missing the lesson content. Discussion with LM / class teacher in attempts to identify issues and work together in a bid to rectify swiftly allowing a return to the classroom whereby they are able to access the lesson content. Establish need for and discuss with SENDCO / SLT a time-out card or other support measure as part of a personalised intervention plan.	Students receive 0 points if they refuse to access the classroom learning or attempt work set despite interventions offered. Students will be asked to carry out the work missed to ensure gaps do not increase – with support where necessary during after school or lunchtime support and revision sessions. Class teachers and subject mentors to monitor progress and hold regular meetings with the student and where necessary parents / carers.	Parents and carers will be asked to attend meetings where students' behaviour escalates over the course of the academic year or those at risk of underachieving due to lesson refusal to set targets for improvement. Parents / carers will be provided with weekly updates on student points via the key worker to allow joint working from home and school. Support Plans / EHCP's to be reviewed whereby a student is unable to access the curriculum content or classroom environment to reassess individual needs.	Class teacher / Subject Learning Mentors / Pastoral staff / Behaviour Support / SENCO / SLT	Provide a stimulating atmosphere in which motivation can thrive. Provide empathy, genuineness, and unconditional positive regard in all instances. Ensure work is set to an appropriate level and EHCP/support plans are adhered to, to meet individual needs. Reward those who try hard. Identify, speak with and appropriately challenge anyone not doing so. Always looking for ways in which issues can be minimised and rectified. Liaise with DHOS T & L to identify those at-risk of under achieving and ensure parents / carers are made aware for opportunities to provide interventions and support.

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Personal Conduct **Students use appropriate language and speak to those around them with respect and kindness.** **Students look for opportunity to offer positive peer support and represent themselves and their schools well through MECC and Restorative Practices** **Respect the whole school building, place litter in the bin and keep the premises clean, tidy and in good condition.**	Where students use positive language / correct other student's language and respect their environment they are given immediate recognition and praise. Those who regularly represent themselves and the school well receive reward points, postcards, positive calls and texts Students who can be relied upon to represent themselves and their school well may be asked to attend excursions, meetings with external visitors and get involved in activities inside / outside of school.	Any inappropriate language is to be challenged: students are reminded of the effects on others, alternatives provided and/or a reminder that the inappropriate term is not suitable for use in school. Restorative approach to be used. Reminded of MECC and how their interactions can make a positive difference to those around them. Students are given the opportunity to apologise, repair harm and move on quickly, preventing escalation and missed learning opportunities.	If poor language or disrespect of the premises persists or students refuse to amend their actions, their Key Worker or member of the Pastoral team is to be called up on to speak with the student away from others to identify issues and ways in which these can be overcome / rectified. Staff member to share outcome with the class teacher and where necessary Behaviour Mentor / Key Worker. .	Parents / carers contacted and requested to speak with their child about appropriateness of language and personal conduct. For regular concerns regarding language, students will receive support through a bespoke intervention programme with the Pastoral Team. Restorative conferences to be held where concerns are raised by staff to provide an understanding to the students of the impact of their actions. Where students continue to defy the academies expectations, Behaviour Intervention Programme to be implemented. Where intentional vandalism occurs, students and their parent / carer will receive a bill in order to repair.	Class Tutors/ Teachers/ LMs / Key workers / Pastoral staff / Family Liaison Worker / SLT (in this order)	Set an excellent example, using positive communication in the academy at all times. Position themselves whereby they can deflect and steer conversations, set tone and take an active part in discussions. Respectfully and promptly challenge students on the meaning of the words used and their appropriateness. Model MECC / RJ Ensure they provide a clean and tidy classroom environment and get involved in clearing away swiftly to encourage student participation.

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Abide by the strict no smoking / vaping policy	Students who engage well with interventions to stop smoking will be considered for Points.	Students to extinguish cigarettes immediately and hand over all contraband – not returned.	Students who smoke inside the academy will be reported to SLT and a meeting with site manager will be arranged to discuss safety implications using a Restorative Approach. Students who are caught smoking outside will have their parents / carers informed and referred to School Nurse for smoking Cessation support.	Where staff are aware of /local shops supplying contraband, referrals to the police will be made.	All staff	Be understanding empathetic to students' addictions. Provide regular intervention from the School Nurse. Encourage students to seek and accept support.

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.

Parents / Carers will be informed and involved in decision making / regular reviews etc.

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.

Parents / Carers will be informed and involved in next steps.

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 where necessary, 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 use of Restorative Practice and MECC (Making Every Contact Count) – reminding students that their actions can influence outcome and allows for positive manipulations.
- Every interaction is an opportunity for intervention.
- 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.

All staff are trained in Restorative Approaches to behaviour management and on-going de-escalation techniques (specific to individual children if necessary). All staff are reminded of the importance of MECC and should wherever possible provide positivity, praise and reward for positive behaviours.

RECORDING OF BEHAVIOURS

All Endeavour students have the opportunity to gain points and be rewarded using a daily points system. Each young person is given the opportunity for a 'fresh start' in every new lesson they attend. Points are awarded throughout the entire day, during each separate session. Points are awarded as per the grid shown to the right:

Exceeded expectations	3 points
Met expectations	2 points
Partially met expectations	1 point
Did not meet expectations	0 points

We understand that students may have barriers towards certain subjects which can impact on productivity, attitude and behaviour, therefore we 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, creating opportunities for success and minimising gaps in learning.

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MECC and Restorative practice is used throughout to promote positive interactions, actions and outcomes which usually results in the work set being completed with the support from subject teachers / mentors sometimes 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 through the interventions provided.

WHO RECORDS THE BEHAVIOUR?

Within the Academy, it is the responsibility of Teachers within the classroom at the end of the lesson to record any behaviours and achievements on the available point sheets. During tutor time, targeted intervention sessions and social times Key Workers, Tutors and other relevant staff are able to discuss points with students. Staff can communicate any behaviour (both positive and negative) that requires recording during the daily briefing / solution focused discussions.

REWARDS TRIP CRITERIA

At the start of every half term cycle, students will have the opportunity to start 'afresh' on meeting the required criteria to attend the Academy's rewards trips. Thresholds are set six times during the course of the academic year, which encompass percentage attendance (Minimum of 85%), and behaviour expectations 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 student in each Tutor Group who has met or exceeding a set number of conduct points for the given period.

STAR OF THE LESSON AWARDS

Staff have slips available to hand out in each lesson for anyone they deem exceeds expectations – especially with regards to exhibiting kindness to others through their use of MECC and restorative approaches to support peer relationships within school or within their communities.

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.

EXCLUSIONS

Whilst maintaining consistency of response, Endeavour Academy recognise that education is the key in changing behaviour and 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, inappropriate language or calculated idleness, bringing the Academy into disrepute and malicious allegations against staff.

Legal Context
Endeavour Academy and its 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.

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 a member of SLT and their Learning Mentor to discuss their behaviour record and the implications of continued poor behaviour choices. Exclusion periods are based on the incident which has occurred. For example, a breach of the behaviour expectations could 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 promoting positive behaviour 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 following 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

During the initial trial period, all Endeavour students are taught the importance of showing kindness and tolerance to others on roll. It is expected that by the end of the trial period, students are supportive of peers. Anyone who is unwilling to contribute and maintain the positive culture within school whereby all attending can be and feel safe, will not be offered a place within the provision, and will return to their commissioning school.

SEARCHING AND CONFISCATION OF INAPPROPRIATE ITEMS

Wherever possible, students will be asked to empty their pockets and comply with the request voluntarily, evidencing mutual respect and positive relationships / trust.

Searches will be caried out with a second member of staff present – where possible, this will be someone whom the young person requests from the staff team.

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 / carers or in extreme cases, the Police will be contacted.

Academy Staff 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 items such as cigarettes, lighters, vapes etc. 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 mean 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 sweatshirts.

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.

Behaviour Policy (Promoting Positive Behaviour)

Appendix 1 (Academy Dress Code)

Great care and attention have been taken in ensuring the Endeavour Academy School Uniform is accessible to all students regardless of circumstances.
Certain items are provided to all students free of charge to keep costs low, and sensory issues were taken into consideration when designing and choosing fabrics etc, therefore it is expected that students are able to abide by the uniform regulations in order to be safeguarded (being easily identifiable in a college setting) and represent themselves and their school with pride.

Following the academy's dress code evidences the foundation of a successful environment to learn.

We ask that parents / carers support school by ensuring their child follows the dress code below:

- Endeavour Academy Sweatshirt; Grey sweatshirt Endeavour Logo. – *1 x Provided free of charge*
- Endeavour Academy polo shirt with logo - *1x also provided by school.*
- Footwear – suitable **plain black** footwear: must have closed front and back and have black laces.
- Trousers: Black school trousers
- Black Skirt and thick black tights – Appropriate length – No miniskirts permitted.

Note:

- Outside coats – are to be removed upon arrival and are not permitted to be worn inside the school corridor / classroom. – the building has a modern central heating system and temperatures are kept a suitable level at all times.
- 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
- Where necessary parents / carers will be asked to attend school to drop off / collect items in support of the school expectations around uniform.

Anyone who might struggle to fund the purchase of uniform items is encouraged to liaise confidentially with our Family Worker, Miss Thornley on 01915185595.

Appendix 2 (Academy Expectations Poster)

ENDEAVOUR ACADEMY

Sometimes all we need is a FRESH START

In Endeavour we

- Attend school well and arrive on time.
- Wear our full uniform with pride.
- Support safeguarding by following safety expectations.
- Represent ourselves, our classmates, our tutor group, and our school well.
- Show kindness and respect to all other students, staff, and visitors.
- Use MECC skills to support those around us.
- Use restorative approaches to tackle any issues swiftly and effectively.
- Enter classrooms quietly and calmly.
- Respect our surroundings and take care of the facilities provided.
- Listen and show appreciation to our Teachers and Learning Mentors for their efforts to support and enhance our learning.
- Do our best and behave in a way that allows others to do the same, respecting work areas such as reception.
- Are the very best version of ourselves and work hard to bring out the best in others.