



**ENDSLEIGH  
HOLY CHILD**

VC ACADEMY

# Endsleigh Holy Child VC Academy

## Behaviour Policy



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Produced by: A Bentley

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**EHC**

Other related academy policies that support this Behaviour policy include:- Anti-Bullying, Attendance, Positive Handling Plan, SEND, E-Safety, Safeguarding, Code of Conduct, Whistleblowing, Safer recruitment.

### **Policy statement**

At Endsleigh Holy Child VC Academy, we want all of our children to strive for #EndsleighExcellence. This does not mean being the best at everything rather being the absolute best we can be. This statement extends to all aspects of our school life: work, attitudes, relationships and behaviour. Through our three core values, which were chosen by our school community, of excellence, harmony and compassion, we seek to instil in our children an understanding of their place and responsibilities within our school and wider community. At Endsleigh Holy Child, it is vital to us that each of our children recognise their intrinsic value and that of others. Rooted in mutual respect and trust, our behaviour policy is designed to support all members of our community in creating a caring, safe environment in which everyone can thrive, feeling happy and secure.

Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. This policy echoes our core Gospel values with a heavy emphasis on respectful behaviour and the acceptance that when things don't go quite the way we would wish, a restorative and forgiving approach enables us to move forward together.

This policy is concerned first and foremost with the promotion of good relationships. Staff will model the expected behaviour and encourage children to follow their example. Through the development of pupil leadership, a number of children will also provide excellent role models for others to look to. These champions will be an intrinsic part in the continuing development and promotion of positive behaviour at Endsleigh.

### **Principles and Aims**

- To support children in recognising appropriate behaviour and supporting them in making correct choices.
- To create a harmonious environment where positive, respectful relationships promote well-being and encourage children to be show #EndsleighExcellence
- To share and employ effective practices and strategies, including consistent language to promote positive behaviour
- To promote the safety of all members of the school community.
- To ensure rules, routines and sanctions are applied consistently and calmly across the school
- To tackle low level disruption in a consistent and calm manner
- To respond to incidents of challenging behaviour or incorrect choices restoratively.

### **Equal Opportunities and inclusion**

At Endsleigh Holy Child, all children are treated with equal respect and fairness regardless of gender, ethnic origin or ability. All children will be made aware of our expectations around behaviour and the rewards and consequences of the choices that they make. There may be some children with particular needs for whom a different approach may be necessary. However, there are no variations in expectations.

## **Communication with parents and carers**

We believe that open, honest and accurate communication with parents and carers is essential. This is particularly important when supporting children whose behaviour choices do not meet the expectation of the school. Where this is the case, it is vital that home and school work together to provide a consistent message and to reinforce the expectations.

Regular communications may include

- Teachers speaking directly with parents either through organised meetings or informally on the playground/ at school events
- Termly parent consultation meetings that are a three-way process involving the pupil (where appropriate) the teacher and parents/ carers
- An open-door policy where parents are encouraged to consult with the school over matters of concern
- Dedicated parent events such as workshops, 'stay and..' events, coffee mornings, family show case sessions
- Regular general written communication via letters, the school website and social media (e.g. Twitter)
- Google Forms to elicit parental feedback.
- Individual written communication e.g. annual reports

## **Behaviour Across School**

At Endsleigh Holy Child, all of our children have the right to be safe, to learn and to be respected. Each of our children also has the responsibility of ensuring that the rights of others are not compromised by their behaviour choices. All behaviour choices within school, both correct and incorrect, will impact on these three rights.

Our staff want the absolute best for our children and therefore a consistency in approach, a restorative practice and an emphasis on the positive is adopted.

In order to do this, we reward good behaviour choices in a number of ways:

- ✓ Verbal praise and positive reinforcement of expected behaviours
- ✓ Stickers are awarded in recognition of good work, manners and displaying our core values
- ✓ Each week, we award Star of the Week and Core value awards
- ✓ Parents are informed of their children's positive behaviour either face to face, via phone call or postcard
- ✓ Dojo point are awarded with prizes when a given number are achieved
- ✓ Work to be proud of is Tweeted with #EndsleighExcellence

## **Behaviour Management – Consequences and Sanctions**

All behaviour is communication. Persistently behaving in a challenging way is sometimes how children and young people communicate that something is wrong, or there is an underlying problem.

When staff are managing poor behaviour choices, it is important that it is de-personalised – separate 'the deed from the doer'. If a pupil's behaviour is giving serious cause for concern, staff should speak to the Head / Assistant Head of School and the Safeguarding and Wellbeing Lead to discuss

additional support strategies using the school's graduated response. However, if staff believe the behaviours relate to possible safeguarding issues, they must seek advice from the Designated Safeguarding Lead.

### **Classroom Sanctions: Low level behaviours**

When there is poor behaviour, the following sanctions will be applied

1. The teacher will issue a warning to the child and reaffirm the positive behaviour that they expect to see relating it to the rights above.
2. If the behaviour persists, then a second warning will be given.
3. If there is still no change in the behaviour, the child will move to an alternate place within the classroom.
4. Should the child not be able to settle and display appropriate behaviour choices, they will move to an alternate classroom for 10 minutes. This will be recorded by the teacher.

Work, or an appropriate activity, must be sent with the child. It is not the responsibility of the staff member to whom the child has been sent to reprimand the child. On their return, the class teacher will speak to the child and reiterate the positive behaviours which need to be displayed in order to show Endsleigh Excellence. Low level behaviour must be recorded to establish whether there are any patterns and to maintain a clear overview of children's behaviour.

If children are repeatedly sent to other classes or displaying low level behaviour, parents must be informed and this conversation recorded on CPOMs. This may result in the setting up of a home/school behaviour chart to enable teachers and parents to work together to promote positive behaviours

Correct behaviour choices should be positively reinforced throughout as a way to celebrate those meeting expectations and to encourage their peers to follow their example.

### **EYFS**

As with everything else at Endsleigh Holy Child, the EYFS lay the solid foundations for all the years to follow at Endsleigh. As you would expect, there are high expectations for all of the children so the staff in the EYFS unit teach children about making correct choices and support them in doing so.

To maintain a consistent approach to behaviour management, the above sanctions will also apply to the children in the EYFS unit although they will obviously be applied at an age-appropriate level.

In circumstances where 'time out' is appropriate, this will take place at a time or situation that enables the child to realise that a consequence is taking place, to allow the child to learn from this. As always, there will be reaffirmation of the positive behaviours that need to be displayed and a restorative conversation will take place.

### **Classroom Sanctions: Serious classroom behaviours**

These behaviours include but are not limited to

- ❖ Behaving in a way which will cause serious disruption to the learning of others
- ❖ Damaging school property or that of others
- ❖ Refusing to complete work or follow reasonable instructions
- ❖ Causing an injury to another child

In all cases, the SLT (firstly phase leaders) will deal with the behaviour or where appropriate the well being team. Parents/Carers must be informed at the end of the day and a CPOMs entry made. The sanction will be dependent upon the action of the child. This will be discussed with the class teacher, member of SLT and the child. This may be loss of part/all of a breaktime, missed after school club or removal of pupil leadership responsibility. Where children's behaviour is considered to pose a considerable risk to themselves or others, visits outside of school may be stopped. The sanction will then be shared with parents.

### **Classroom Sanctions: Severe Level Behaviours**

These behaviours are considered to be very serious and will be dealt with by the Assistant Head of School and/or Head of School.

These behaviours include

- ❖ Violence directed towards another child or a member of staff
- ❖ Significant verbal abuse towards another child or a member of staff
- ❖ Leaving the classroom without permission and refusal to return
- ❖ Significant intentional damage to school property
- ❖ Leaving the school premises

As the safety of either the child or another member of our school community is at risk, parents/carers will be contacted as soon as possible. Endsleigh Holy Child is an inclusive school which means that every effort is made to ensure that children are kept in school, in their own classroom, and learning. School will make every effort to manage the incident restoratively and to support correct behaviour choices. However, where the behaviours exhibited place anyone in the school at risk, a fixed term exclusion may be the appropriate course of action.

### **Internal Exclusion**

If an internal exclusion is considered to be the required sanction, a child will spend a period of time in another classroom or the leadership room with a member of SLT. This may include breaktimes and lunchtimes. The location and duration of the exclusion will be made by the member of SLT dealing with the situation. This will be relayed to parents and a log made on CPOMs of the exclusion by either the class teacher or the member of SLT.

### **Fixed term or Permanent exclusion**

Extreme or persistently disruptive and challenging behaviour may lead to a pupil exclusion. Only the Head of School or Executive Head of School has the power to exclude a child from school. The Head of School may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Head of School may also permanently exclude a child. A fixed term exclusion may be converted to a permanent exclusion by the Head of School if this is deemed necessary.

Should this occur, parents/cares will be contacted as soon as possible and the reasons for the exclusion made clear. At the same time, the Head of School will make it clear to parents/carers that they can appeal against the exclusion to the Directors and how to do this will be detailed in the letter of exclusion.

If a child is excluded, either for a fixed term or permanently, the Local Authority and Directors will be informed. The Directors cannot exclude a child nor extend the period of exclusion. However, the

Directors have a committee whose role is set out in strict guidelines whenever a child is excluded. If a child is permanently excluded, the Directors must meet to consider it. At the review meeting, representations can be made. The Directors have the power to reinstate the child immediately or have the power to uphold the exclusion.

Pupils excluded for a fixed term will be provided with work and will participate in a restorative meeting on their return to school before being readmitted to the school community. In addition to this, parents are expected to be present at a readmission meeting with the Head of School, or a member of the SLT when their child returns from fixed term exclusion.

Exclusions are the very last resort. They will only be used where all other avenues have been explored unsuccessfully, or where a single incident has posed a very significant threat to the safety and well-being of others.

### **Sanctions at Playtime**

There are incidents of poor behaviour choices on the playground that can be dealt with by a member of staff at the time which is sufficient to resolve minor disagreements. This will be done restoratively with the children involved.

- Stage 1: Reminder given of the rule or behaviour expectation
- Stage 2: 5 minutes will be spent with a member of staff on duty and a reminder of what positive behaviour needs to be shown.
- Stage 3:
  - There may be more serious incidents that occur on the playground
  - Aggressive fighting
  - Targeted foul, abusive language
  - Threatening behaviour
  - Leaving the school site
  - Persistent defiance

In the above circumstances, children will be sent/escorted in to school and dealt with by a member of SLT. Parents/Carers must be contacted and a log made on CPOMs. If children are sent inside, there is the expectation that they will reflect on their choices and necessary steps to make amends. Sanctions will be given which may be missing breaktimes/lunchtimes for a given period. Serious incidents may also be dealt with through the use of exclusions, either internal, fixed term or permanent.

### **Supporting behaviour**

Some children may have target cards which are shared with home to help promote a joined up approach to encouraging children to make correct choices.

### **Behaviour Support Plans**

For some pupils more specific support is needed in the form of an Individual Behaviour Support Plan. This plan is individual to the pupil, identifies where and what support is needed and it recognises triggers and coping mechanisms. Children who are given a BSP will have demonstrated extreme unacceptable behaviours, or persistent challenging behaviours which infringes on their peers ability to learn or their safety, and may be in danger of exclusion. Teachers who refer pupils for a BSP must have first exhausted all possible strategies and must have previously met with the phase leader and parents

to express concerns. A BSP may then only be given with the approval of the Head / Assistant Head of School and must be signed and dated by parents following a meeting.

### **Peer on peer abuse**

At Endsleigh Holy Child, we believe that all children have the right to attend school and learn in a safe environment. Children should be free from harm by adults and other children or young people.

We continue to ensure that any form of abuse or harmful behaviour is dealt with immediately and consistently to reduce the extent of harm to the child or young person.

There are many forms of abuse, which may occur between peers including:

- all forms of bullying,
- being coerced into sending sexual images (sexting),
- physical or sexual assaults,
- child sexual exploitation
- sexual harassment

These behaviours should never be tolerated, passed off as ‘banter’ or part of growing up.

Action will be taken to ensure that any form of abuse/harmful behaviour is dealt with immediately, consistently and sensitively to reduce the extent of harm with full consideration taken to the impact on the child’s emotional, mental health and well-being.

- If a child has been harmed, is in immediate danger, or is at risk of harm, basic safeguarding principles apply, and advice should be sought from either Humberside Police and/or Hull City Council EHaSH.
- Incidents relating to all forms of bullying will be reported, recording and dealt with, in accordance with either the Academy’s Anti-Bullying or E-Safety policy.
- Where there is no risk of significant harm, parents of all the children concerned will be contacted and informed of the nature of the incident. If proven, appropriate sanctions, as outlined in this policy, will be applied.
- Necessary pastoral support will be offered to all affected parties.

*(DfE: Sexual Violence & Sexual Harassment between Children in Schools and Colleges, 2017)*

### **Use of reasonable force at Endsleigh Holy Child.**

We view physical intervention or restraint of pupils as a last resort to maintaining a safe environment. If pupils are behaving disruptively or anti-socially, every effort will be made to manage behaviour positively to prevent a deterioration of the situation and to restore a safe, secure environment.

Section 93 of the Education and Inspection Act 2006 and guidance issued by the DfE enables school staff to use such force as is reasonable in the circumstances to prevent a pupil from doing, or continuing to do, any of the following:

- committing any offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil);
- causing personal injury to, or damage to the property of, any person (including themselves);
- prejudicing the maintenance of good order and discipline of that school or among any pupils receiving education at the school, whether during teaching sessions or otherwise.

Restrictive physical intervention may also be appropriate where, although none of the above have yet happened, they are judged as highly likely to be about to happen.

The school has a positive handling policy and a number of staff have taken part in Team Teach training. However, any member of staff is permitted to use reasonable force should there be a requirement to do so.

### **Screening, Searching and Confiscation**

Headteachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. All searches must be undertaken by a member of staff who is the same sex as the pupil being searched; and there must be a witness (also a staff member) and, if possible, they should be the same sex as the pupil being searched.

Prohibited items include:

- alcohol
- knives or weapons
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that the member of staff reasonably suspects has been, or is likely to be, used:
  - to commit an offence, or
  - to cause personal injury to, or damage to the property of, any person (including the pupil).

School staff can seize any prohibited item found as a result of a search. They can also seize any item, they consider harmful or detrimental to school discipline.

### **Allegations against a member of staff**

There is a separate policy for allegations made against staff.

### **False allegations against members of staff**

Allegations against members of staff are taken extremely seriously and will be dealt with in line with guidance from the Local Authority. Endsleigh Holy Child will make every effort to maintain confidentiality in any complaint that arises and deal with allegations quickly, fairly and consistently in a way that provides protection for the child and supports the person who is the subject of the allegation.

Suspension of the accused member of staff will not necessarily be the default action of the school. If an allegation is determined to be malicious, the Child Protection Co-ordinator/Safeguarding Lead may consider referring the matter to Children's Social Care to determine whether the child concerned is in need of services, or may have been harmed by someone else. If an allegation is shown to be deliberately invented or malicious, the Executive Head and Head of School will consider the appropriate disciplinary action against the pupil who made it.

### **Monitoring and evaluating behaviour over time**

Incidents are monitored on a regular basis to identify any patterns of:

- Racial and discriminatory incidents
- Acts of bullying and harassment
- Serious incidents
- Repeated low level incidents over a short period of time
- Any other incident, which in the teacher's judgement needs logging



Key information relating to different aspects of behaviour are shared with senior leaders, as well as Directors every term.

### **Training**

School senior leaders have the responsibility to identify on-going training needs of staff in respect of necessary skills in dealing with pupils and to make arrangements for such advice/training/support to be available.

### **Pupils' conduct outside the school gates – teachers' powers**

This policy applies to all children registered and visiting the school. It relates to all incidents that occur on the premises or during academic times (trips/visits). In line with section 89 of the Education & Inspection Act 2006, it also applies to poor behaviour not on the premises. This could include incidents on the way to and from school or all forms of bullying, which impact on the life of the school; welfare of the child/ren or the emotional wellbeing of children. Teachers have the powers to discipline pupil's misbehaviour outside the school premises 'to such an extent as is reasonable'.

This policy acknowledges the schools legal duties under the Equality Act 2010 in respect of safeguarding and in respect of children with Special Educational Needs.

### **National guidance**

- DfE: Behaviour & Discipline in Schools. Advice for headteachers and school staff – January 2016
- DfE: Keeping Pupils Safe in Education. Statutory Guidance for schools and colleges – September 2021
- DfE: Preventing and tackling bullying. Advice for headteachers, staff and governing bodies – July 2017
- DfE: Screening, Searching & Confiscation. Advice for headteachers, staff and governing bodies – January 2018
- DfE: Use of reasonable force. Advice for headteachers, staff and governing bodies – July 2013
- DfE: Sexual violence and sexual harassment between pupils in schools and colleges – December 2018
- DfE: Mental Health & Behaviour – November 2018