



ENDSLEIGH HOLY CHILD

VC ACADEMY

Behaviour Policy

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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

Endsleigh Holy Child VC Academy is committed to creating an environment where exemplary 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 encourage others to do the same. It echoes our core values with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and learners.

Principles and Aims

- To share and employ effective practices and strategies, including consistent language to promote positive behaviour,
- To ensure rules, routines and sanctions are applied consistently and calmly across the school
- To effectively manage students' behaviour to prevent disruption to the teaching and learning of other students, providing an environment where students are safe and are actively taught good behaviour.
- To tackle low level disruption in a consistent and calm manner
- To use restorative approaches instead of punishments

Roles and Responsibilities:

ALL staff must:

- Take time to welcome students at the start of the day
- Be at the door of their teaching rooms at the beginning and end of each lesson
- Never walk past or ignore students who are failing to meet expectations
- We should demonstrate unconditional care and compassion to pupils following other staff members dealing with an incident and trust that our colleagues will have followed the behaviour pathway appropriately; therefore we do not need to intervene unless we are asked to do so
- Always redirect students by referring to 'Be Ready, Be Respectful and Be Safe'

The Head teacher and The Senior Leadership Team must:

- Be a visible presence around the school
- Regularly celebrate staff and students whose efforts go above and beyond expectations
- Encourage use of positive praise, texts/postcards and certificates/stickers/team points
- Ensure staff training needs are identified and targeted
- Use behaviour data to target and assess interventions
- Support teachers in managing students with more complex or challenging behaviours

Members of staff who manage behaviour well:

- Deliberately and persistently catch students doing the right thing and praise them in front of others
- Know their classes well and develop positive relationships with all students
- Relentlessly work to build mutual respect
- Remain calm and keep their emotion for when it is most appreciated by students
- Demonstrate unconditional care and compassion

Students want teachers to:

- Give them a 'fresh start' every lesson
- Help them learn and feel confident
- Be just and fair
- Have a sense of humour

Behaviour Management – Consequences and Sanctions

Persistently behaving in a challenging way is sometimes how children and young people communicate that something is wrong, or there is an underlying problem. On occasion, behaviours and/or attendance can deteriorate through events such as a bereavement, abuse, divorce or separation of parents or due to a specific diagnosed or undiagnosed condition.

It is important that when staff are dealing with behaviour 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 / Deputy 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

When rules are broken, children are reminded that **consequences** will be applied. Staff should follow the ‘Behaviour Management Process’ outlined in the Managing Behaviour Consistently - Staff Handbook.

Extreme Behaviours

Endsleigh Holy Child is an inclusive school which means that every effort is made to ensure that children are kept in school and learning. Fixed term exclusion is used in the case of very serious and/or relentless wrong doing. Permanent exclusion is extremely rare and will only ever be considered, if the school has exhausted all other options in supporting the child, and if that child’s continued attendance at the school is deemed to pose a real and significant risk to the health, safety and well-being of others in the community.

Excluded pupils 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 advised to be present at a readmission meeting with the Safeguarding and Well-being Lead, 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.

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 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 Head / Deputy Head of School and the Safeguarding and Well-being Leads approval and must be signed and dated by parents.

Intervention and support; including support from outside agencies

For children with a BSP additional resources are available. In school these children have access to and time with the Safeguarding and Wellbeing Lead. The Lead not only works alongside the pupil but also with the family, class teacher and other professionals. Some pupils are referred to outside agencies for alternative provision (both temporary and permanent, depending on circumstances.) We work closely with parents/carers under these circumstances. Children can access the resource of the Safeguarding and Wellbeing Lead if they have emotional or social difficulties. Pupils without a BSP should be disciplined by the class teacher or phase leader. Pupils who have been identified as involved in bullying will be dealt with in accordance the Anti Bullying Policy and will have the support of the Head / Deputy Head of School and the Safeguarding and Wellbeing Lead.

Inappropriate conduct beyond the school gates

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'.

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

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.

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)

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.

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 teachers 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.

SEE STAFF HANDBOOK FOR MANAGING BEHAVIOUR CONSISTENTLY.