



Endon High School

POLICY ON:

Member of Staff Responsible for the Policy:

Date on which this Policy was last reviewed:

Approved by the Governing Body

Signed:

Date of next review:

Dissemination of the Policy:

Behaviour

Deputy Headteacher

Nov 2022

Feb 2024

*Martin Drew, Chair of Academy
councilors*

Andrew Skelding Headteacher

Feb 2026

Staff

Parents and Carers

Academy Council

1. Introduction

The Behaviour Policy supports the values and ethos of Endon High School by ensuring that pupils learn in a secure, disciplined and positive environment.

Note that this policy has been constructed in line with guidance from the Department for Education with direct reference to the document entitled 'Behaviour in Schools' (July 2022), 'Ensuring Good Behaviour in Schools' and the EEF behaviour guidance (June 2019) based on their six recommendations:

- Know and understand your pupils and their influences.
- Teach learning behaviours alongside managing misbehaviour.
- Use classroom management strategies to support good classroom behaviour.
- Use simple approaches as part of your regular routine.
- Use targeted approaches to meet the needs of individuals in your school.
- Consistency is key.

Please note, for the purposes of this policy, 'parents' refers to any adults with legal responsibility for children in their care, i.e. biological parents, legal guardians and carers.

2. Aims

The aim of this policy is to ensure the school creates the conditions in which we can fulfil our mission to inspire confident learners and take them on a journey of opportunities throughout Endon High School so that they can thrive academically, socially, physically and emotionally, within a happy and caring environment; to believe in our motto 'Plus est en vous' (there is more in you) - that everyone has more in them and all of our pupils have the capability to learn, develop and grow in a well ordered and structured environment.

We aspire: to equip everyone with the knowledge, understanding, skills and qualities needed to achieve success at the highest level; to empower every learner to go beyond their best and aim for excellence in everything they do, so that they may all follow a quality pathway after Endon High School and thrive in an ever changing world.

3. How

This will be achieved by promoting in pupils:

- Respect for self, others and property.
- Self-discipline and the ability to make informed choices.
- Courtesy and consideration towards others.
- The ability to distinguish right from wrong.
- Respect for those who support their learning and personal & social development in the school.
- Understanding of the link between rights and responsibilities.
- Development of personal values and integrity which are the foundation of adult life.
- Understanding of the value of making a contribution to the school and the wider community.

Working in partnership with families, the school will offer pupils the opportunity to gain the skills and attributes listed above.

The school's High Expectations of **Ready, Respectful and Responsible** and **Code of Conduct** outlines the school's expectations for pupil behaviour. The **Home/School Agreement** recognises the role played by

families, pupils and the School in securing successful educational process for all pupils. These elements support the School's approach to learning, which is that we believe in the values of **Curiosity, Determination and Kindness** and the value of:

- Determined and consistent effort.
- A hunger to learn new things.
- Challenging ourselves to go beyond what is comfortable.
- Viewing setbacks and mistakes as opportunities to learn and grow.
- Seeking and responding to feedback.
- Encouraging others to succeed.

The supporting documentation sets out the expectations for pupils and staff. It determines rewards and sanctions and the part that pupils, staff and parents play in securing the success of the educational process for all pupils.

Staff accept their responsibility for creating a consistent school environment in which pupils can thrive by following the school behaviour policy and maintaining the visible consistencies shown by all staff. Staff are kind, never sarcastic and they praise in public and reprimand in private (where possible).

4. Our School Values

We expect all members of our school community to value: **Curiosity, Determination and Kindness**.

Curiosity. At Endon High School, we believe in our motto 'Plus est en vous' (there is more in you) and have the highest expectations of ourselves, as well as of our pupils. The desire to challenge ourselves, learn new things or know and understand something new motivates us to try our best in everything we do. We value enquiring minds, the acquisition of knowledge, innovation, a spirit of exploration and a commitment to getting involved.

Determination. At Endon High School, we work hard, try our best and aim for excellence. We are tenacious and driven to achieve both our academic and personal goals. This determination to be resilient, to keep going when learning (or life) is difficult, and to come back and try again when we struggle, helps us to succeed.

Kindness. At Endon High school we are kind to one another. Everyone should feel they belong. This means that we are considerate and generous every day, caring for one another and doing everything we can to make sure everybody has a good day at school. Kindness reinforces our shared sense of community; it builds trust and respect; and it ensures that we take our social responsibilities seriously.

5. Rewarding Pupils

Curiosity, Determination and Kindness.

Our Rewards system ensures that pupils are rewarded for their positive behaviour both inside and outside the classroom. The rewards system encourages pupils' intrinsic motivation by setting a series of milestones for them to aim for. The system also reinforces the school's values by rewarding curiosity, determination and kindness.

Housepoint rewards are given for:

Curiosity		
Taking on a challenge	Excelling at something new	Getting Involved

Determination		
Showing tenacity	Showing resilience	Producing excellent work

Kindness		
Being helpful	Being considerate	Being generous

Housepoints can also be given for other things such as taking the lead, taking responsibility and representing the school.

There are two levels of rewards. Individual housepoints and a WOW moment award.

Individual housepoints.

Awarded by any member of staff, recorded on Class Charts and can be seen by pupils and parents on their Firefly profile page.

A WOW moment award.

When a pupil has displayed the school's shared values to an outstanding level – A wow moment.

The pupil is awarded a WOW housepoint on Class Charts (worth 3 housepoints) which can be seen by pupils and parents on their Firefly profile page. The pupil will also receive a certificate from the Headteacher highlighting the reason for the WOW award.

The accumulation of housepoints leads to targets and milestones which are recognised at different levels.

The following table highlights the cumulative housepoint commendations.

Level	Housepoints Benchmark		Milestone	Outcomes
	KS3	KS4		
Bronze	50	25	Form Tutor Commendation	Certificate from the pupil's Form Tutor
Silver	100	100	Progress Manager Commendation	Certificate from your Progress Manager presented in Assembly
Gold	200	175	Headteacher Commendation	A Half Termly invitation to meet the Headteacher where pupils will receive their certificates
Platinum	300	250	Governors Commendation	Certificate presented by the Headteacher at the end of the year celebration assembly
Diamond	500+	400+	Governors Commendation	Certificate presented by the Headteacher at the end of the year celebration assembly

Throughout the year pupils are also rewarded in many other ways. For example:

Shared values commendation

Monthly the Headteacher asks the staff, coordinated by the Progress Manager, to pick a pupil in each year group that has best exemplified the school values of curiosity, determination and kindness. They are given a certificate, have breakfast with the Headteacher and have their names recorded on the shared values commendation board in school.

Attendance

Certificates, both termly and to celebrate excellent attendance at the end of the school year. Termly and yearly attendance is also celebrated with the 100% club.

Housepoint rewards

As well as the cumulative certificates, we use a wide range of incentives e.g raffles, reward trips, priority booking, priority lunch and break access. Progress Manager events, and stationery rewards.

End of Year celebrations

Year 11 celebration assembly, Prom and presentation evening.

Year 7 – 10 celebration assemblies, prize draw and rewards trip.

6. Our High Expectations

We also believe in having the highest expectations of our pupils. We expect them to be: **Ready, Respectful and Responsible.**

Ready. We expect our pupils to be ready to learn by being:

- On time for school, every lesson and ready to make the most of every learning opportunity.
- Prepared, with the correct kit, books and resources to make the most of every day.
- Looking the part, with the correct uniform and a positive attitude.
- iPad charged to at least 80% and pen charged.

Respectful. We expect our pupils to be respectful by:

- Respecting all teachers and staff: being polite and following their instructions, without question.
- Respecting each other: our similarities, our differences, and above all, to be kind to one another.
- Respecting our environment: it is our school, our community, our country and our planet to care for and be proud of.

Responsible. We expect our pupils to be responsible for:

- Their own and their peers' learning environment. To do all of their classwork without distracting others, with silence and concentration being the default expectation.
- Everyone's safety, including their own.
- Doing their best and getting their work, and homework, done to the highest possible standard; work they are proud of.

7. Further detail

Annually, parents and pupils are given a 'Handbook for Parents and Carers' which communicates in specific detail how pupils are expected to meet our high expectations and what parents need to do to support pupils to be successful. Please note, this booklet maybe re-published mid-year if necessary.

Therefore, this behaviour policy reinforces the rules, processes and expectations made explicit in this handbook.

8. Communicating our shared values and high expectations

As mentioned above, annually, parents and pupils are given a 'Handbook for Parents and Carers' which is published as a PDF on Firefly and as a paper copy upon request.

Every room in the school has the following A1 poster displayed which can be referred to if necessary to ensure consistency across the school.



Termly, there is an assembly focused on each of our values and high expectations.

9. Pre-emption strategies

Teachers are both warm and strict at the same time, to send the message to pupils of high expectations, caring and respect.

Teaching Strategies to support individual pupils to overcome negative behaviour choices

All teachers pre-empt any off-task behaviour in lessons, so that 100% of pupils are on task for every task in every lesson. Teachers insist on one voice in the classroom for instructions, explanations and discussions, and silence for reading, writing and practice. As soon as any slouching, daydreaming, non-tracking or distracting occurs, teachers swiftly use these pre-emptive reminders:

1. **Silent non-verbal:** hand signal, eye contact, facial expression, shake head, sharp pause or clicking.
2. **Unnamed:** 'We're tracking. Just waiting for 100%. We need one person ... and 100%.'
3. **Named:** 'David, we listen so we can learn. Thank you.'

Other strategies teachers will endeavor to use include:

1. A subtle intervention (building on the reminders above) e.g. purposefully modelling correct behaviour to the class without specifically identifying the pupil the behaviour is being modelled.
2. A discreet word with the individual.
3. Private individual acknowledgement when pupils correct their behaviour. Private praise given when pupils display work/learning consistent with the teacher's expectations.
4. Giving pupils explicit *bounce back opportunities* when they are warned e.g. "Get on with your work, *like I know you can.*"
5. Using purposeful language and high expectations i.e. poor behaviour is challenged by using language that describes them being excellent and whilst demanding compliance.
6. Moving the child's position in class (if appropriate).
7. Brief period of 2-3 minutes outside the room as a cooling off period where the classroom teacher will take the opportunity to help the pupil to make correct choices and may include a reprimand in private. The pupil must not be left outside the classroom unsupervised. (see point 5)
8. Time out requested through class charts.
9. Through the timeout request, pastoral 1:1 support will be provided.

10. The pupil could be moved to a colleague's room and placed on a hot seat to allow for a further extended time out.
11. The option, if the right choices are made, to return to the lesson is available throughout.
12. The class teacher, DTL, progress manager or pastoral lead will notify the parent or carer of the issues faced in the lesson.
13. Making positive use of report cards and support plans.

STAR – this will be taught to children to be used in lessons and assemblies.

Sit up – be interested, be engaged – everyone is sat up and listening

Track the speaker – everyone is looking at the speaker, whether it's the teacher or a student; this may involve turning around to see. When the speaker changes, the tracking moves to the new speaker.

Actively listen – while silently listening, be an encouraging listener – nodding, showing that you're listening

Rephrase and respond – when the discussion is passed on to another student, ensure that they rephrase what the last speaker said and that they then build on, agree with or challenge their statement.

Whole class strategies to support pupils to overcome negative behaviour choices and set the standard of excellence.

Regularly, form tutors and teachers, explicitly teach, deliberately practise and reinforce **classroom routines** and make clear the thresholds of their high expectations.

These include: a silent entrance and start to a lesson, silent exit and toilet/water bottle rules. Correct use of iPads and sanctions for not meeting expectations are covered in sections 11. Teachers also greet pupils at the door at the start of every lesson. Pupils are expected to track the teacher when they are leading the class and apply STAR. Pupils are expected to enter assembly in silence and exit in silence. Pupils should track the person delivering the assembly.

These standards help pupils to meet or high expectations of being **Ready, Respectful** and **Responsible**

Other strategies teachers will endeavor to use include:

1. Waiting for silence. The expectation is that no pupils talk over a teacher.
2. Repeating instructions/explanation/comment from the beginning if interrupted.
3. Do it again. Deliberately repeat/practice classroom routines when they are not embedded.
4. Be seen looking. Teachers aim to prevent non-productive behaviours by constantly, often subtly, reminding pupils what they are looking for.
5. Making compliance visible. Ensuring pupils follow through with a request in an immediate and visible way, modelling classroom expectations to the wider audience.
6. Catching issues early. Repeating the strategies above promptly as issues occur before poor behaviour patterns develop. (See reminders above)

If a class is not meeting our high expectations the teacher will explain and reinforce the expected behaviours and deliberately practice classroom routines.

10. Consequences for poor behaviour

We have very high expectations of our pupils. We expect them to be: **Ready, Respectful, Responsible**.

In many cases staff will endeavor to warn pupils and give them the opportunity to check their negative behaviour (see pre-emption strategies) before recording an unmet expectation. However, there is no expectation that they must. Many unmet expectations will be as a direct result of a pupil's poor choice and staff will have had no opportunity to intervene before the pupils behaviour merited an unmet expectation being recorded.

Staff will record negative behaviours as unmet expectations on Class Charts. These are recorded, and visible to parent/carers on the pupil's profile page on Firefly. These behaviours will be referred to as unmet expectations. Where a pupil has been issued a timeout and removed from a lesson this will also be recorded and visible to parent/carers on the pupil's profile page on Firefly. Please note: Firefly updates after the school day and not in real-time.

Where those expectations are not met we use the following sanctions:

Form Tutors conversations and 15, 30, 45 and 60 minute compulsory reflection time after school

Please note, when we are referring to a 'given day' it refers to period 3 (approximately 2pm) and afterschool behaviour on the previous day through to morning and lunchtime behaviour on the current day including the start of lesson 3 until 2pm. This is due to the time needed to record, report and organise the sanctions.

Where a pupil does not meet one of our expectations in any given day, their Form Tutor will speak to them in the afternoon registration, or after school, about the matter and help them to consider how to resolve the concern. If the issue is deemed not to be persistent, pupils will then be given a clean slate for the following day.

If a pupil does not meet our expectations twice in a day, then they will work with a member of staff and where possible their Progress Manager or a member of the Leadership Team in a 15-minute reflection time after school to address the issues and correct them. If the issues are deemed not to be persistent, pupils will then be given a clean slate for the following day.

If a pupil does not meet our expectations three times in a day, then they will work with a member of staff and where possible their Progress Manager or a member of the Leadership Team in a 30-minute reflection time after school to address the issues and correct them. If the issues are deemed not to be persistent, pupils will then be given a clean slate for the following day.

If a pupil does not meet our expectations four times in a day, then they will work with a member of staff and where possible their Progress Manager or a member of the Leadership Team in a 45-minute reflection time after school to address the issues and correct them. If the issues are deemed not to be persistent, pupils will then be given a clean slate for the following day.

If a pupil does not meet our expectations five times in a day, then they will work with a member of staff and where possible their Progress Manager or a member of the Leadership Team in a 60-minute reflection time after school to address the issues and correct them. If the issues are deemed not to be persistent, pupils will then be given a clean slate for the following day.

A pupil that does not meet school expectations in the after-school reflection time, they will be given reasonable opportunity to modify their behaviour. However, if a pupil does not meet minimum expectations, then they will not be allowed to complete the after-school reflection and they will be sent home. This will result, in the first instance, to 15 minutes adding to the reflection time for the following day. If this additional 15 minutes results in the accumulated time being more than 60 minutes, then the additional time will roll over until the next school day. If a pupil does not meet expectations on the subsequent day then they will be placed in the redirect room. The pupil is expected to be in the redirect room from 9am until 4pm, including both break and lunch time.

All pupils that attend a compulsory after school reflection time are expected to complete a reflection document which will support staff in engaging in positive conversations with the pupil.

A pupil who refuses to attend an after-school reflection time they will have the time increase by 15 minutes initially, however, if the pupil refuses for a second time (at the next available time) they will spend a day in the redirect room from 9am until 4pm, including both break and lunch time.

All of the conversations with pupils in compulsory reflection time will be focused on reviewing and reinforcing our high expectations.

Parents/Carers will be notified of their son/daughters' same day compulsory reflection time by 2pm via Firefly message and email. As DfE 2016 states "Parental consent is not required for detentions" and despite not being required to give notice for an after-school detention, we believe it is courteous to do so.

Recorded behaviours are tracked so that persistent issues can be addressed but behaviour points are not accumulated and pupils do not get further sanctions based on their cumulative total.

Time out (replacing oncall)

A pupil who has not responded to the pre-emption strategies and warnings will have a timeout recorded by the class teacher on class charts. A member of staff, usually the pastoral lead, progress manager or member of the leadership team will come to the classroom to engage with the pupil.

1. The pastoral lead or time out rota staff will respond to the timeout requested through class charts, arriving promptly to try to help the pupil to resolve the situation outside the classroom. No more than 2-3 minutes. If the pupil responds positively, and the member of staff feels the pupil returning to the lesson will not disrupt the learning of others, they will be allowed to continue the lesson. The request for a timeout will also be the equivalent of an unmet expectation. A further time out request by a member of staff in the same lesson will result in the pupil being placed on a hot seat or for significant disruption, into the redirect room. The requesting of a second time out will also be the equivalent of an unmet expectation.
2. If the pastoral lead and the pupil have been unable to resolve the situation in 2-3 minutes, or a second time out in the same lesson has been requested, the pupil will be placed on a hotseat in another lesson for 15 minutes. The pupil is expected to continue the lesson whilst working on the hotseat.
3. The member of staff collecting the pupil records in class charts the time and location of the pupil on the hotseat, this is also communicated through reg@endon.shaw-education.org.uk. If after 15 minutes the situation can be resolved, then the pupil is returned to the lesson.
4. If the situation cannot be resolved, then the pupil will be removed from the hotseat and will be placed in the redirect room for the remainder of that lesson and will have a time out redirect awarded. This will result in the pupil remaining in the redirection room for breaktime for lesson 1, 15 minutes of lunchtime for lesson 2. For lesson 3, the pupil will remain in the redirection room for form time.

Time out sanctions

The classroom teacher requests a time out and the situation can be resolved in 2-3 minutes by the time out rota staff, then the time out request is the equivalent of an unmet expectation.

The classroom teacher requests a time out and the situation cannot be resolved in 2-3 minutes and a pupil is moved to a hotseat, there is no further sanction applied but the pupil is placed in another appropriate class away from their class.

The pupil is returned to the lesson and a 2nd time out is requested, if they have already been placed on a hot seat during the lesson, then they are taken directly to the redirect room. The result of the second time out being recorded will be an additional unmet expectation. If they haven't previously been placed on a hotseat, then 15 minutes on a hot seat begins. The recording of the second time out request will result in a second unmet expectation.

After 15 minutes, the pupil on the hotseat is spoken to again by the timeout rota staff. If the situation is resolved and the pupil can be returned to the original lesson, then no further sanction is applied. If the pupil cannot be returned to the lesson, they will go to the redirect room for the remainder of the lesson. If the pupil is placed in the redirect room during lesson 1, they will remain in the redirect room for break time. If the redirect room is used for lesson 2, then they remain in the redirect room for the first 15 minutes of lunchtime. For a lesson 3 redirect, they remain in the redirect room during form time until the end of school, unless they need to complete a compulsory reflection time.

If the pupil has disrupted the lesson they were moved to whilst on the hotseat, then they are removed to the redirect room for the remainder of that lesson.

Any pupil who receives more than one time out that results in them going to the redirect room more than once in a day will be required to complete one full day in redirect until 4pm the following day. Any pupil who receives 3 or more time out requests from staff in a day (A pupil could be awarded two time outs from one lesson) will be placed in the redirect room the following day. Any pupil who has 6 or more unmet expectations in a day will be placed in the redirect room the following day.

Defiance

What is defiance?

- Defiance is a choice to openly disregard and/or to choose to be resistant to authority.
- It is not changing a poor choice into a positive choice on request.
- The act of defiance is, often but not always, followed by contempt for authority.

What is authority?

- Authority is classified as:
 - an *individual* given authority (any member of staff or a pupil in a position of responsibility e.g. prefect) or
 - the *institution* and therefore the expectations, rules and policy of the school.

What is significant defiance?

- If a pupil makes a poor choice, and when challenged refuses to follow the instructions of the teacher or any other member of staff, the teacher will issue an unmet expectation for not following instructions. If, after further reflection and the unmet being imposed, the pupil then chooses to make a better choice, then the matter is addressed and resolves. This one-off incident will not be considered significant defiance.
- However, if the pupil continues to make a poor choice and continues to be defiant, the member of staff will then be supported by a pastoral leader or a member of the Leadership Team.
- If the pupil then continues to be defiant it will be deemed significant defiance.
- Walking off from staff is considered an act of significant defiance.
- *Note: Members of the leadership team or pastoral leaders will have the opportunity to use a scripted conversation to give pupils a reasonable opportunity to make a better choice. Pupils will be taught the scripted conversation and how to respond to it effectively, to enable them to make a better choice and reset, diffusing all acts of defiance before sanctions, or more serious sanctions are used.*

The impact of defiance:

- The impact of a pupil choosing to be defiant is always negative and causes undue stress. This negatively impacts on the mental wellbeing of all involved in any incident, including the pupil choosing to be defiant.
- Acts of defiance also damage the opportunity for staff and pupils to form strong and lasting relationships that form the foundation for an outstanding school culture.
- Defiance challenges the effectiveness of authority and causes staff focus to be diverted towards addressing negative behaviours rather than used to promote effective teaching, building positive relationships and experiences or support those pupils in need.
- Pupils displaying both resistance and contempt create negative *role models* of unacceptable standards that ultimately devalue school culture and the effectiveness of everyone's efforts to make the most from every day at school.
- Acts of defiance, ultimately limit the life chances of the young people at school and inhibit the school from effectively supporting pupils who need our academic and pastoral help.

Addressing defiance first and the root cause second:

- Defiance is nearly always a poor choice following an issue.
- The issue will not be accepted as the reason for any member of staff to accept defiance.
- However, after the pupil has made a better choice, or the defiance has been addressed, the member of staff or the pastoral team will work to address the issue.

Outside influences:

- Defiance can be attributed to negative pressure from peers or home.

- Impressing peers, or peer pressure, can sometimes lead a minority of pupils to act defiantly.
- Unfortunately, in a minority of cases, attitudes towards school, and education, are negatively reinforced at home.
- These influences will not be accepted as the mitigating reason to allow any pupil to be defiant or for a member of staff to accept defiance.
- However, after the pupil has made a better choice, or the defiance has been addressed, the member of staff or the pastoral team will work to address the issue of influence.

Educating pupils about expected standards

If pupils are meeting our high expectations, there is no place for defiance:

Respectful. *We expect our students to be respectful by respecting all teachers and staff; being polite and following their instructions, without question.*



This expectation is:

- emphasised regularly in form time,
- every term during expectations and character assemblies,
- published on the school website,
- published in the school handbook on Firefly,
- and presented on an A1 poster in all classrooms and offices

Pupils will also be taught the scripted conversation that will be used, in most cases, to address significant defiance.

Recognising defiance – pupils refusing to follow instructions or accept consequences

In a school environment, many acts of not following the rules and not meeting our high expectations can be considered a choice. Those negative choices will be considered as acts of defiance if a pupil refuses to reconsider their choice when challenged to meet our expectations. It is also considered an act of defiance when a pupil refuses to accept the consequences of not following instructions or refuses to accept the behaviour systems, such as time out. In most cases pupils will be given the opportunity to consider their choice using a scripted conversation.

If a pupil reconsiders their choice when challenged and reverts to meeting our expectations the consequence will not escalate.

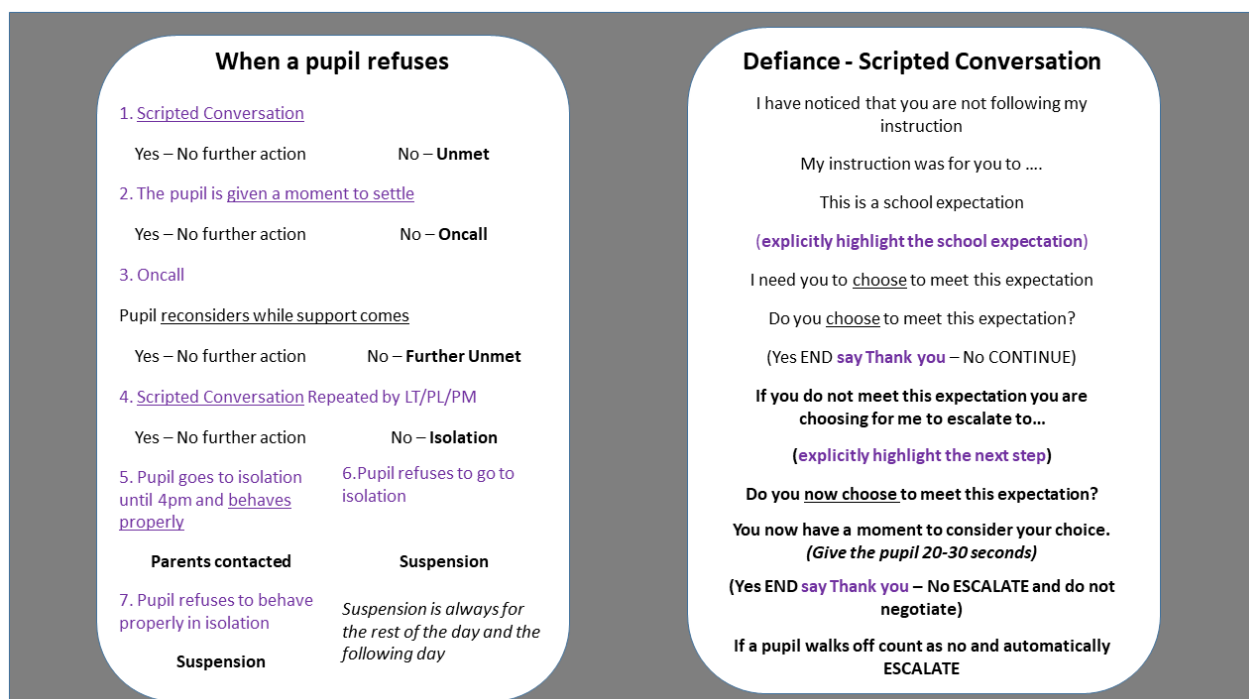
If a pupil has specifically relevant SEND needs, any act of defiance will be managed accordingly based on their specific need. In nearly all but the most extreme cases of need, reasonable adjustments will be made *related to how the issue is addressed afterwards*. Therefore, an act of significant defiance by a SEND pupil will not be accepted without consequence. In cases when a level of defiance is an expected consequence of need, pre-planned responses will be considered and shared with all staff.

Addressing Defiance – Immediate Actions

The following actions will be taken immediately to address defiance:

Where it is reasonable, pupils will always be given the opportunity to make a better choice.

The following scripted conversation and expected response that will be taught to all pupils.



Pupils will be taught the scripted conversation and how to respond to it positively. This will enable them to make a better choice and reset, diffusing all acts of defiance before sanctions, or more serious sanctions are used

The aim of the following is to give a pupil the opportunity, at every step where possible, to make a better choice. The ladder of responses outline how the school will respond to a pupil acting defiantly:

1. If a pupil makes a poor choice, and when challenged (in most cases with the scripted conversation), they then (after a short pause of less than 30 seconds,) choose to follow the instruction, the matter is addressed and resolved.
Please note: This does not remove the teacher's, or any other member of staff's, right to issue an unmet expectation without prior warning. For example, when a pupil is late for a lesson, has not done their homework, has acted inappropriately to a peer or has left the canteen eating food. The opportunity, described in point 1 above, to make a good choice and avoid an unmet, is specifically related to how a pupil chooses to follow a given instruction.

Outcome – no further action

2. If a pupil makes a poor choice, and when challenged (in most cases with the scripted conversation), they choose to refuse to follow the instruction, an unmet expectation will be issued for not following instructions. If, after further reflection and the unmet being imposed, the pupil then chooses to make a better choice, the matter is addressed.

Outcome – one unmet expectation for not following instructions

3. If the matter is not addressed a pastoral leader or a member of the Leadership Team will be called to address the defiant pupil.

If the pupil has chosen to follow instruction by the time a pastoral leader or a member of the Leadership Team arrives the issues is addressed.

Outcome – no further action

If the pupil has decided not to follow instructions by the time a pastoral leader or a member of the Leadership Team arrives a further unmet will be issued.

Outcome – a further unmet expectation is given for not following instructions

4. The pupil will then be given the opportunity to make a better choice by the pastoral leader or a member of the Leadership Team. If when challenged (in most cases with the scripted conversation), and they then (after a short pause of less than 30 seconds,) choose to follow the instructions the matter is addressed.

Outcome – no further action

If when challenged (in most cases with the scripted conversation), and they then (after a short pause of less than 30 seconds,) they continue to choose to refuse to follow the instruction, they will be directed to go to isolation.

5. If a pupil is in isolation for defiance a parent or carer will be asked to come and collect between 15.30 and 16.00 and meet with a pastoral leader or a member of the Leadership Team (or at minimum have a telephone or teams conference with the pupil involved) to outline the significance of defiance not being tolerated. This policy will be shared with a parent by email. If a parent refuses (or is unable) to engage with this process, it will be noted on class charts. If persistent defiance leads to a permanent exclusion the Headteacher and Academy Council we be able to see that parents/carers have not supported (or be unable to support) the school and their child.

Outcome – Redirect room

6. If a pupil refuses to go to redirect, or walks off, they will be suspended for the following day for defiance.

However, where possible, if a pupil chooses not to follow instructions, that would lead to suspension, the school will endeavour to place the pupil (possibly in a LT office) and contact parents/carers. This will be explicitly highlighted to the pupil to judge whether involving parents/carers as a consequence influences the pupil to make a more positive choice and stop being defiant avoiding suspension. If not the parents will be called to see if their support can influence the pupil to make a more positive choice and stop being defiant avoiding suspension.

Therefore, where possible, parent/carers support will be sought to avoid suspension and influence the pupil to make a choice that avoids suspension and is resolved with an isolation.

If the parent/carers is not supportive of this process, or the school policies and expectations, the following steps will follow:

- The pupil will be suspended, as the consequence of their poor choice.
- The parent/carers will be written to outlining how they were unsupportive of school policy and expectations. This letter will be kept on the pupil's file and would be used in any Academy Council review of suspensions and if the Academy Council were reviewing a pupils file in the case of a permanent exclusion.

The defiance section of this policy previously highlights how negative parenting and the lack of support for the school's expectations, and school policies, can unfortunately negatively influence a pupil's poor behaviour and their choices. The letter to parents/carers who do not support the school or undermine school policy is an attempt to encourage parents to support the school and understand that their negative choices also have a consequence.

If the pupil was suspended, at the reintroduction meeting with a pastoral leader or a member of the Leadership Team it will be emphasised that defiance will not be tolerated. This policy will be shared with a parent by email. If a parent refuses (or is unable) to engage with this process, it will be noted on class charts. If persistent defiance leads to a permanent exclusion the Headteacher and Academy Council we be able to see that parents/carers have not supported (or be unable to support) the school and their child.

Outcome – Suspension (or reset to redirect with parental support)

7. If a pupil refuses to behave properly in redirection they will be suspended for the following day for defiance.

This includes walking off and refusing to complete redirect successfully until 4pm or until dismissed. At the reintroduction meeting with a pastoral leader or a member of the Leadership Team it will be emphasised that defiance not being tolerated. This policy will be shared with a parent by email. If a parent refuses (or is unable) to engage with this process, it will be noted on class charts. If persistent defiance leads to a permanent exclusion the Headteacher and Academy Council we be able to see that parents/carers have not supported (or be unable to support) the school and their child.

However, where possible, if a pupil chooses not to follow instructions, that would lead to suspension, the school will endeavour to isolate the pupil (possibly in a LT office) and contact parents/carers. This will be explicitly highlighted to the pupil to judge whether involving parents/carers as a consequence influences the pupil to make a more positive choice and stop being defiant avoiding suspension. If not the parents will be called to see if their support can influence the pupil to make a more positive choice and stop being defiant avoiding suspension.

Therefore, where possible, parent/carer support will be sought to avoid suspension and influence the pupil to make a choice that avoids suspension and is resolved with a redirection.

If the parent/carer is not supportive of this process, or the school polices and expectations, the following steps will follow:

- The pupil will be suspended, as the consequence of their poor choice.
- The parent/carer will be written to outlining how they were unsupportive of school policy and expectations. This letter will be kept on the pupil's file and would be used in any Academy Council review of suspensions and if the Academy Council were reviewing a pupils file in the case of a permanent exclusion.

The defiance section of this policy previously highlights how negative parenting and the lack of support for the school's expectations, and school policies, can unfortunately negatively influence a pupil's poor behaviour and their choices. The letter to parents/carers who do not support the school or undermine school policy is an attempt to encourage parents to support the school and understand that their negative choices also have a consequence.

Outcome – Suspension (or reset to redirection with parental support)

Other scenarios:

- A. If a pupil chooses to walk off from a member of staff or refuses to go where they have been directed to, they will be directed to go to redirect.
- B. A significant act of extreme defiance can result in the consideration in permanent exclusion from Endon High School.

Checking for, and addressing, unmet needs

Progress Managers should analyse every incident where a pupil that has been removed from a class and isolated, or suspended, to ensure that the incident did not occur due to an unmet need.

This analysis will include, but not be exclusive to, the checking of:

- Reading
- SEND needs
- Required scaffolding
- Any known reasonable adjustments needed

Similarly, if an incident has occurred outside of class that led to a pupil being isolated, or suspended, to ensure that the incident did not occur due to an unmet need.

However, unmet learning needs will never be used as reason to remove any sanctions put in place because a pupil has chosen to be defiant.

Pupils will be educated about how to ask for help when they are struggling rather than resorting to refusing to follow instructions.

Lateness Sanctions and Punctuality conversations

The school day commences at 08.40 for all pupils, however, they are welcome on the school site from 8.35am. Pupils are officially late if they arrive after 8.45am.

If a pupil is late to school they will be given an unmet expectation for lateness by either the senior member of staff on duty at the gate or by their form tutor.

A pupil that is late on more than one occasion in a week, is expected to attend the redirect room for break time on the second or subsequent days they are late.

Addressing significant lateness

As outlined above, a pupil arriving late for school receives an unmet expectation for lateness. If a pupil arrives late for school after the start of lesson one they will receive a further unmet expectation. They will then accumulate further unmet expectations accounting for every lesson that they arrive to school too late to attend the start of. It is the responsibility of the parent/carer to notify the school immediately if there is a reason for a pupil arriving late to school.

The school's register opens at 8.45am, when students are expected to be present, and closes at 9.05am. If a student arrives after the close of the register, they are given a U mark for health and safety reasons, but are regarded in law as being absent. If a child persistently attends school after the close of the register, consideration will be given to (a) the issuing of a Fixed Penalty Notice in the sum of £60 or (b) a referral to Staffordshire county council for prosecution. Lateness not only affects the learning of the student in question, but also affects the learning of others.

Addressing truancy

Progress Managers will expect pupils to follow an amended timetable, for a set duration, meaning that a pupil will possibly make up time at breaks, lunches or after school, proportional to the time spent truanting. This includes pupils missing lessons without permission when still on the school site.

Redirection

Redirections can only be authorised by a member of the leadership team or the pupil's progress manager or pastoral lead.

Redirection is from 9am until 4pm and is for at least one day. Pupils will be expected to bring a packed lunch, however, if they are entitled to a free school meal a packed lunch will be provided. They will not be given the opportunity to go to the canteen, food will be collected for them.

Pupils must arrive at school reception promptly at 9am and wait to be collected by a member of the Leadership Team or the Pastoral Team. If pupils are late, they make up the time after school with 3 minutes for every minute they are late. School will inform parents/carers if the pupil is required to stay after 4pm. Pupils are expected to complete all timetabled lessons on their iPad. In order for a pupil to return to lessons, a reintegration meeting must take place with a member of Leadership Team, Progress Manager or pastoral leader, pupil and parent/carer.

The pupil will remain in redirection until that reintegration meeting is scheduled and completed. The reintegration meeting can happen during the afternoon of the redirect or at the end, at 4pm, but the pupil must always complete the sanction until 4pm.

If a pupil refuses to co-operate with, or in, redirect, then the pupil will be given a one-day suspension for persistent oppositional defiance.

If a parent opts to take their child out of redirect against the wishes of the School, it will still be necessary for the pupil to complete a full day in redirect. Pupils who go into redirect after 1pm will complete a full day of redirect the following day.

Pupils who are added to redirect for incorrect uniform or haircuts finish the school day at 4pm.

Suspensions

Suspensions can only be authorised by the Headteacher (or a member of the Leadership Team deputising in the Headteacher's absence.) Certain types of behaviour will automatically lead to the possibility of the suspension of a pupil. The type (fixed or permanent) and duration of the suspension will depend on circumstances such as the severity of the incident and the frequency of incidents, although in some instances a single act may result in a suspension or permanent exclusion (expulsion).

Permanent exclusion (expulsion) is the ultimate sanction. The school needs to intervene promptly and effectively in order to keep pupils in school wherever possible.

There are two kinds of exclusion:

- a. Fixed term suspensions are limited to a maximum of 45 days in one academic year. (It is not envisaged that any fixed term suspensions should last this long). Most should be in the order of 1-5 days. It represents an opportunity for a cooling-off period or for rules and expectations to be consolidated with parents or for conditions for the child to remain in school to be reinforced with the child and its parents. It would only be used for serious breaches of school rules such as physical assault and other serious forms of bullying, abuse of staff or gross misconduct. (eg. serious actual or threatened violence against another pupil or member of staff; abuse/assault of a sexual nature e.g. upskirting; or child on child abuse; serious breach of the School's Drugs Policy; carrying an offensive weapon).
- b. Permanent exclusions (expulsions) are only used in the last resort if all other measures fail or in very serious cases. The school has to demonstrate that reasonable steps have been taken to avoid the exclusion and that allowing the child to remain in school would be detrimental to the education and welfare of the pupil or to others in the school.

Suspension is the ultimate sanction for disruptive pupils. It is used as an immediate response to a serious and totally unforeseen occurrence or it can come about as the result of the cumulative effect of a series of incidents. Suspension is not only a deterrent but a public statement by the school that some behaviours will not be tolerated and those who display such behaviour will be excluded from the learning community.

"Reasonable steps" might include:

- ✓ exhausting other appropriate sanctions.
- ✓ interviewing the pupil with parents (possibly by the Governors Discipline Committee.)
- ✓ identifying any Special Educational Needs (see BIEP procedure.)
- ✓ negotiating agreements (see support plans and behaviour contracts)
- ✓ issuing a letter of expectation/formal warning.
- ✓ removing the pupil from particular activities.
- ✓ removing the pupil from particular lessons.
- ✓ introducing a modified timetable.
- ✓ providing an alternative/amended curriculum.
- ✓ involving outside agencies, e.g. CAMHS, Educational Psychologist, Early Help Assessment, etc.

The Headteacher may, in certain circumstances, recommend an alternative sanction, reasonable step, or support plan, prior to escalating/increasing a suspension. For example, an alternative sanction could be redirect, or a sanction/support could be a period of respite at another school.

Parents will be notified of all exclusions or suspensions in writing.

In the event of an accumulation of suspensions a Governors' Hearing can be arranged if the pupil has been suspended for more than ten days in one term.

Returning to school after Suspension:

- Interview with Progress Manager, member of the Leadership Team or pastoral lead.
- Consideration of a support plan (e.g. a PSP) or behaviour contract being put in place which highlights targets, strategies and the possible support from outside agencies but is also explicit about the likelihood of more serious sanctions being applied if there are further serious breaches of the school's behaviour expectations and the plan's targets.
- For some pupils a risk assessment will be undertaken by the school and possibly with the help of outside agencies. This may result in a reduced timetable, alternative provision or, in agreement with parents, a pupil being placed at another provider/school for a fixed period. If parents do not agree to the introduction

of an alternative strategy following a suspension, the school reserves the right to increase the stage of exclusion up to, and including, permanent exclusion.

Appeals Procedure:

In all cases where parents appeal against a fixed term suspension they will be asked to indicate the nature of their appeal, i.e. whether this is against the alleged offence or against the punishment the school has sought to impose.

The arrangements for permanent suspensions are covered by the LA regulations.

11. Child-on-child sexual violence and sexual harassment.

Following any report of child-on-child sexual violence or sexual harassment offline or online, the school will follow the general safeguarding principles set out in Keeping children safe in education (KCSIE 2023) - especially Part 5. The designated safeguarding lead (or deputy) will advise on the school's initial response. Each incident should be considered on a case-by-case basis.

The school is clear in every aspect of its culture that sexual violence and sexual harassment are never acceptable, will not be tolerated and that pupils whose behaviour falls below expectations will be sanctioned. All staff are clear on the importance of challenging all inappropriate language and behaviour between pupils. The school will refer to the Respectful School Communities toolkit for advice on creating a culture in which sexual harassment of all kinds is treated as unacceptable.

The school will never normalise sexually abusive language or behaviour by treating it as 'banter', an inevitable fact of life or an expected part of growing up. The school will advocate strenuously for high standards of conduct between pupils and staff and will demonstrate and model manners, courtesy and dignified/respectful relationships.

Where relevant, pupils who fall short of these behaviour expectations may be sanctioned whilst other investigations by the police and/or children's social care are ongoing (for suspected criminal behaviour). The school will respond assertively to sexually inappropriate behaviour as an important intervention that helps prevent challenging, abusive and/or violent behaviour in the future.

Any victims will be reassured that they will be supported, kept safe, and are being taken seriously, regardless of how long it has taken them to come forward. Abuse that occurs online or outside of the school will not be downplayed and will be treated equally seriously. A victim will never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor will a victim ever be made to feel ashamed for making a report or their experience minimised.

In instances where reports of sexual abuse or harassment are proven to be deliberately invented or malicious, the school will consider whether any disciplinary action is appropriate for the individual who made it. The designated safeguarding lead will also be engaged and make referrals into support services as appropriate.

11. Lessons with iPads

In all lessons, unless practical where an iPad is not used, staff must have engaged Apple classroom within the first 5 minutes of every lesson. If you cannot do this, iPads must not be permitted in the lesson. However, staff must not choose to not permit iPads without good reason and seek support to ensure iPad use is not inhibited.

Clarity of sanctions:

If you notice a pupil has used the iPad in an unacceptable way in your lesson, please add an unmet expectation for responsibility – Their own and their peers learning environment.

If a pupil continues to misuse the iPad, or they have been found seriously breaching acceptable standards of behaviour e.g. messaging peers in lesson, they activate iPad on call in class charts. The pupil will remain in the lesson, but the iPad will be removed and delivered to staff in the tech support room. The iPad will be returned in the after-school reflection time.

Patterns of confiscation will be monitored and repeat offenders will have a stage 3 local support plan put in place to improve their behaviour, with clear targets, parental involvement and individual support and sanctions.

Confiscated iPads will be reviewed and then wiped before being returned.

12. Negative behaviours that result in a greater sanction than an unmet expectation

The following is for reference but is not an EXHAUSTIVE list. No behaviour policy can cover all eventualities. The Headteacher reserves the right to use discretion to help Endon High School pupils make better choices and learn the right lessons.

The following negative behaviours result in:

Redirect

1. Accruing too many (more than six) unmet expectations on a given day.
2. Serious misconduct.
3. Refusal to follow instructions.
4. Arriving to school in incorrect uniform or with an inappropriate hair style.
5. Major corridor misbehaviour (e.g. pushing, tripping, shouting, kicking).
6. Discrimination or prejudice towards another pupil.
7. Major incident, or damaging the School's reputation.
8. Possession of forbidden/banned items.
9. Challenging, or being rude to a teacher.
10. Disrespectful behaviour towards a member of staff.
11. Play fighting.
12. Absconding from after school compulsory reflection time.
13. Multiple time out in one day
14. Extremely bad reactions.
15. Swearing- verbal or in writing.

Suspension

Incidents including one or more of the following could justify a fixed term suspension, or permanent, exclusion. These behaviours are deemed inappropriate behaviour at Endon High School. This should not be regarded as an exhaustive list:

1. Refusing/failing to attend after school reflect and refocus or failing to complete reflect and refocus by walking off.
2. Explicit swearing at a member of staff: verbal, non-verbal gestures or written comments.
3. Fighting, organising a fight and intimidating/threatening behaviours.
4. Bullying.*
5. Unsafe and degrading behaviours, including using (banned) technology e.g. upskirting or distributing indecent images. This also includes the intimidation of other pupils, or staff, with the threat of such actions.
6. Persistent oppositional defiance.
7. Persistent truancy.
8. Refusal to attend reflect and refocus and persistent inappropriate behaviour during reflect and refocus.
9. Smoking/vaping on school site.*
10. Consuming or bringing in alcohol.
11. Bringing illegal substances, including the paraphernalia related to illegal substances, to school (and distributing.)*
12. Bringing a weapon to school.
13. Assaulting a member of staff.

*more information can be found in the policy specific to the issue. (Appendix A)

There may be other issues for which a pupil needs to be suspended which will be at the discretion of the Headteacher and the school.

13. Confiscations

Any prohibited items found in pupils' possession will be confiscated. These items will not be returned to pupils. We will also confiscate any item which is harmful or detrimental to the school.

These items may be returned to pupils after discussion with senior leaders and parents. Searching and screening pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation. <https://www.gov.uk/government/publications/searching-screening-and-confiscation>

Mobiles will be confiscated if

1. A pupil's phone is seen or heard on the school site when not in their bag.
2. A pupil's phone is found to be turned on while on the school site.
3. A pupil is found to be carrying more than one mobile phone (in this case, all of the phones are confiscated).

For further details about the confiscation of mobile phones please refer to the Mobile Device Policy.

Some families like their children to ring home to confirm that they have arrived at school. Please be assured that if a child does not turn up for school the school will contact the family directly within an hour of the morning register being taken. This reduces the need for pupils to carry phones.

Clothing and other accessories

Form Tutors check uniform in morning and afternoon form time, and teachers check throughout the day. If a pupil has no tie, they are sent to student reception to borrow one and an unmet expectation is logged by the office. If a pupil has incorrect shoes, shirt, trousers or blazer, parents will be called. If the pupil isn't suitably dressed with no good reason they will be placed in the redirect room until someone is able to bring in the correct uniform.

Non-essential items of clothing and other accessories that are not acceptable according to the uniform and appearance, such as hoodies, can be confiscated by teachers and will be returned to parents if they come to school to pick it up.

When pupils refuse

- If a pupil hesitates in handing over a confiscated item, they will receive an unmet expectation.
- If they refuse to hand it over, or if they pretend it was not theirs, the pupil will usually be given a one day suspension for persistent defiance.

14. Contraband

There are number of items that are not allowed in school. Below is a list of contraband items. In order to encourage honesty, the consequence for bringing any contraband items into school is always lessened if pupils own up before a search takes place.

Items allowed on a pupil's person

- Hand sanitiser, tissues, Vaseline and moisturiser.
- Medication. (Reception office should be aware of all non-generic, especially prescribed, medication carried by pupils.)
- Small amounts of Money/travel cards. (pupils should not be in possession of large amounts of cash)
- Face masks (if desired by the pupil)

Items ONLY allowed in a pupil's bag

- Combs.
- Deodorant/fragrance.
- Mirrors.
- Switched off mobile phones.

Items not allowed in a pupil's bag OR on their person

If they have any of the following items they will be confiscated and made available for parents to collect at reception for one week then disposed of.

- Sugary drinks and energy drinks.
- Large amounts of sweets/sugary food (more than one person's serving.)
- Chewing gum is expressly forbidden.
- Cosmetics.

15. Searching pupils

In order to deter pupils from bringing contraband items onto the school site, it is occasionally necessary to undertake bag and pocket checks. Where this happens, the pupil is first asked whether they have anything on their person that they should not have and given an opportunity to tell a teacher if they have any contraband items in their possession. After this, pupils are asked to remove their blazers and both blazer pockets and bags are searched.

In rare and extreme circumstances, usually when the school has received information that a pupil may have brought an offensive weapon to school, such as a knife, members of staff may undertake a search. In this instance, a search is undertaken by at least two members of staff of the same gender as the pupil, one of whom will search for such items on the pupil. This can involve the use of a handheld wand scanner.

Searching with the pupil's consent

- School staff can search pupils with their consent for any item which is banned by the school rules and/or prohibited by law. Schools are not required to have formal written consent from the pupil for this sort of search – it is enough for the teacher to ask the pupil to turn out his or her pockets or look in the pupil's bag or through outer clothing when removed or in their locker and for the pupil to verbally consent.
- There is no legal requirement to make or keep a record of a search.
- Schools are not required to inform parents before a search takes place or to seek their consent to search their child.

Searching without the pupil's consent

- The Headteacher (and staff authorised by them) has a statutory power to search a pupil or his/her possessions, without the pupil's consent, where there is a suspicion that the pupil has certain prohibited items. When searching without consent, there should be two members of staff (of the same gender as the pupil being searched where possible) present at all times.
- Searches can be carried out where staff have reasonable suspicion that items have been used to cause an offence, harm to a pupil or damage to property.
- If the pupil refuses to be searched or have his/her belongings searched for suspected prohibited items, the school can ask the parents and/or the police to carry out the search.
- There is no legal requirement to make or keep a record of a search.
- Schools are not required to inform parents before a search takes place or to seek their consent to search their child.

Other issues pertaining to searches

- Electronic devices including mobile phones and iPads can be searched and their data/files searched/erased if there is good reason to do so.
- If the pupil refuses to be searched or have his/her belongings searched, this refusal will be treated as 'refusing to follow an instruction' and incur the appropriate sanction.
- If a pupil refuses to attend school because they will not allow himself or herself to be searched, it will be recorded as an unauthorised absence, not a suspension.
- We will inform parents if banned or prohibited items are found as a result of a search.

Searches by the police

A pupil will always have an appropriate adult present (usually a parent, guardian or social worker) while a pupil is being questioned or detained by the police. The details of the role the appropriate adult will take is covered in PACE Code C 2019. The appropriate adult will "support, advise and assist" the young person, and also "observe whether the police are acting properly and fairly to respect the young person's rights and entitlements, and inform an officer of the rank of inspector or above if they consider that they are not".

The designated safeguarding lead will liaise with the Headteacher to inform them of issues – especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations.

16. Physical restraint/intervention

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder.
- Hurting themselves or others.
- Inhibiting a member of staff to provide immediate aid to a pupil in medical need/distress.
- Damaging property.

Incidents of physical restraint must:

- Always be used as a last resort.
- Be applied using the minimum amount of force and for the minimum amount of time possible.
- Be used in a way that maintains the safety and dignity of all concerned.
- Never be used as a form of punishment.
- Be recorded and reported to parents.

17. Support strategies for pupils displaying persistent negative behaviour and suspensions.

If a negative behaviour is deemed to be persistent the school will use a range of support strategies. The pupil will be supported by their form tutor, progress manager, pastoral lead and the leadership team.

A variety of support is given to pupils who are routinely receiving sanctions as a consequence of their behaviour falling short of the school's high expectations:

1. Pupils not meeting the expectations of the school are given reflection letters to write.
2. Pupils will have restorative conversations with their Progress Manager, pastoral lead or a member of the leadership team and, when appropriate and possible, the teachers who gave them the consequence.
3. Pupils may be given self-control mentoring.
4. Persistently disruptive pupils are positioned strategically in a classroom, on an individual table, to reduce the temptation to not meet expectations.
5. Pupils who persistently fail to complete their homework are supported with compulsory homework club, after-school.
6. Persistently late pupils have phone calls and letters home from the attendance officer, Progress Manager or the leadership team.
7. Whole groups should generally not be punished for the misbehaviour of individuals. However, pupils should also realise that they have a corporate responsibility regarding behaviour and this may sometimes lead to the whole group being required to take responsibility for its behaviour. Conversely, individuals should not be made scapegoats for the misbehaviour of a whole class. Classes and/or individuals may be put on report.

Support Plans and Reports

In order to support pupils to improve their behaviour a structured approach to intervention is in place. Plans are also triggered by suspensions (see later section on The link between suspensions, plans, escalation and de-escalation.)

Stage 1: Led by the Form Tutor (4 weeks)

- Meeting with parent and form tutor at both the start and end of the 4 weeks support. At the end of the 4 weeks, a summary of the 4 weeks is documented on the local support plan. A record of this support plan is filed on SIMS, records and details of meetings recorded in class charts and next steps agreed.
- 4 week 'catch me being good' report.(emailed at the end of each week by form tutors to parents/carers, pastoral lead, progress manager and the leadership team.
- 4 weeks on a LSP (local support plan) with progress towards agreed targets discussed weekly by form tutor and pupil.
- Notifies Progress Manager of pupil concern.
- Logged on class charts
- Next steps are:
 - 1) The pupil has improved their behaviour and the stage 1 support is closed
 - 2) The pupil has not met the targets agreed on the stage 1 support and they are moved to stage 2

Stage 2: Led by the Progress Manager (4 weeks)

- Meeting with parent and form tutor and pastoral Key Stage lead at both the start and end of the 4 weeks support. At the end of the 4 weeks, a summary of the 4 weeks is documented on the outreach

support plan. A record of this support plan is filed on SIMS, records and details of meetings recorded in class charts and next steps agreed.

- 4 week Pastoral Key Stage lead report.
- 4 weeks on OSP (Outreach Support Plan.)
- Notifies leadership team.
- Logged on class charts
- At least one outside agency involved.
- Pupil and concerns referred to the District Inclusion Panel.
- Early Help support offered.
- Next steps are:
 - 1) The pupil has improved their behaviour and the stage 2 support is closed
 - 2) The pupil has not met the targets agreed on the stage 2 support and they are moved to stage 3

Stage 3: Led by a named member of the leadership team (4 weeks)

- Face-to-face meeting with parent/carers (Leadership team, Key stage pastoral lead)
- 4 week PSP (Pastoral Support Plan- 4 weeks on stage 1 and 4 weeks on stage 2, when combined with 4 weeks on stage 3 will provide 12 weeks of intensive support).
- Early Help Assessment initiated/repeated
- At least one outside agency involved.
- Referred to the District Inclusion Panel.
- 4 week Leadership Team report.
- Notifies leadership team (added to leadership team weekly meeting agenda) Face-to-face with parent at end of the report and Pastoral support plan to notify the end of support or escalation to exclusion or managed move.
- Next steps are:
 - 1) The pupil has improved their behaviour and the stage 3 support is closed
 - 2) The pupil has not met the targets agreed on the stage 3 support and their place at Endon High School is at risk and all other support strategies need to be investigated as a pupil who is not successful on a stage 3 support plan is at risk of permanent exclusion.

Following suspensions, and a possible risk assessment, a specific behaviour contract may also be introduced highlighting specific behaviours that pose a significant concern/risk that should not/must not be repeated.

Such behaviour contracts will highlight the potential escalation of sanctions if the contract is broken. A behaviour contract can be in place for a fixed duration or the remaining time a pupil is educated at Endon High School.

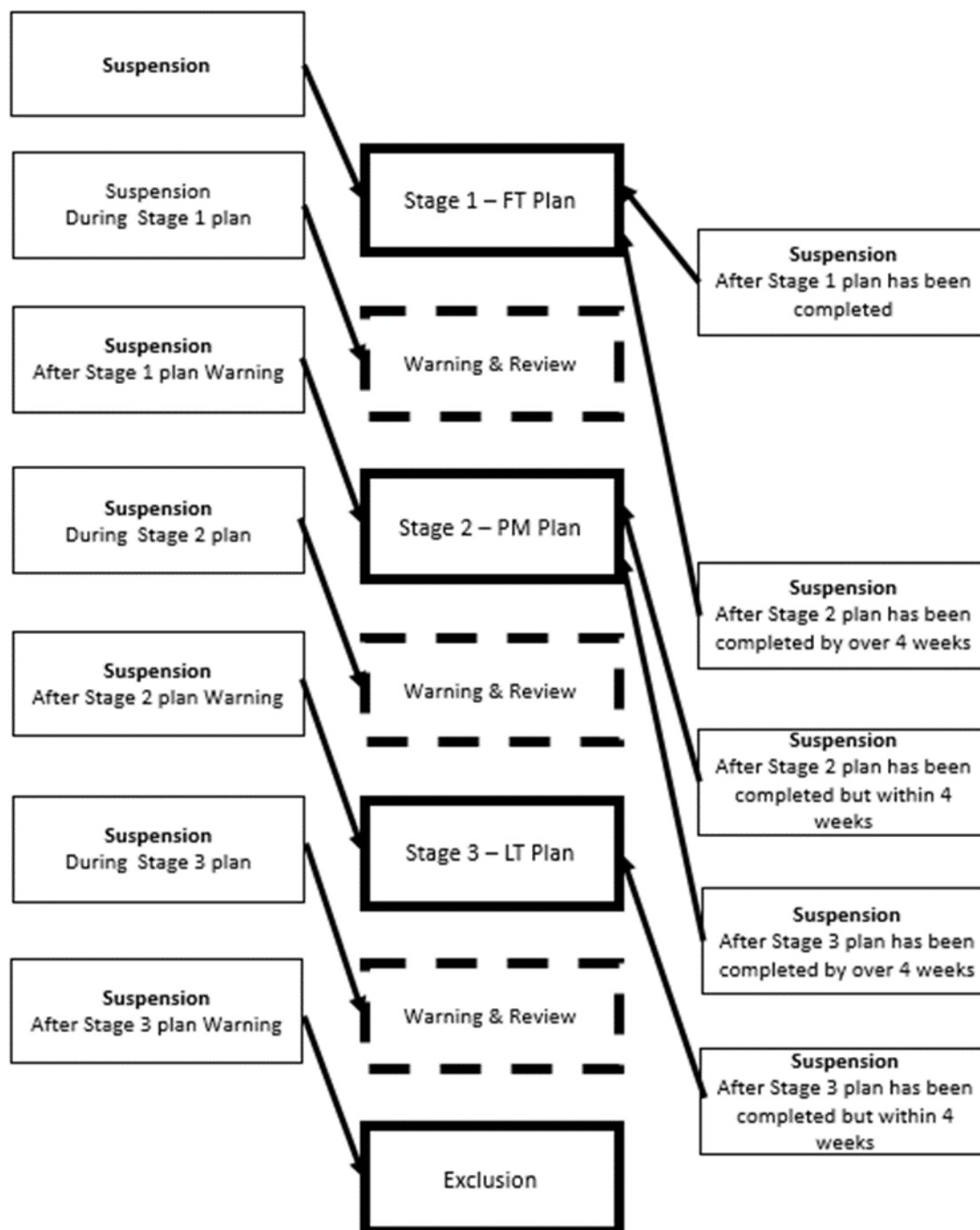
A regular report to the leadership team and Headteacher documenting which pupils are: at Stages 1-3, have behaviour contracts and the context of such pupils' behaviour. This information is reported at a termly Academy Council meeting.

The link between suspensions, plans, escalation and de-escalation.

Typically, suspensions trigger plans and plans are escalated following further suspensions with the process highlighted in the diagram overleaf.

Therefore, the pupil is always supported by a four-week intervention, explained in a plan, when there is a significant incident that has led to suspension, or a pattern of poor behaviour.

However, every individual instigation of, escalation of and de-escalation of plans is judged based on the context and situation of the behaviour that has taken place.



Pupils with Behavioural Difficulties

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil. The school's SENCo will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

Behaviour Management is the responsibility of all members of staff. There is no pattern of behaviour that automatically leads a pupil to be classified as having behavioural difficulties by the Progress Manager, SENCo or member of the Leadership Team. Such classification could include pupils with mental illness, those with EBD and, perhaps most commonly, those who cause concern because their behaviour challenges the school's discipline policy. There is a wide range of behaviour from being withdrawn to aggressive or attention seeking behaviour.

- Early identification of pupils with behavioural difficulties is desirable. Parents need to be informed of the school's concerns. The nature of the problem needs to be clarified, a strategy for dealing with general difficulties and specific incidents arrived at, and certain behaviours targeted. All staff need to be aware that the pupil concerned has behavioural difficulties and should act accordingly. An Individual Education Plan/Pupil Support Programme/Behaviour Programme needs to be produced and reviewed as appropriate.
- Assistance from outside agencies should be sought at the earliest opportunity.
- All pupils have a right to an education and, as an inclusive school, Endon High will attempt to offer a good education to all its pupils, including those with behavioural difficulties. The school is also aware that it has a duty of care to all its pupils and will not allow individual pupils to damage the educational opportunities of others or to endanger their safety or well-being.

Pupils that have been identified with specific behavioural difficulties will have a Behavioural Individual Education Plan (BIEP) written, informing the staff to the pupil's specific needs and appropriate strategies. This BIEP will be available to all staff on Firefly.

Endon High School can sanction, suspend and exclude, pupils with a disability and tendency to cause physical abuse, but will show what reasonable adjustments were made, and alternative actions were considered, before excluding or suspending.

Pupil transition

To ensure a smooth transition from primary to secondary school pupils have transition sessions with their new teacher(s). In addition, key staff members hold transition meetings. To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

18. Concerning Parents

The school may need to take action that affects the education of the pupil, including all sanctions available, where one of the following is evident:

1. Parental breach of contract with the school.
2. Parents causing serious or repeated nuisance on the school premises, acting aggressively towards staff (including via social media or electronic communication) or bringing the school into disrepute.
3. Serious disagreement (on the part of the parents or the pupil) with, or contravention of, the school's policies on social inclusion, diversity or equality.

19. Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school.

Where instances of non-criminal poor behaviour by pupils are reported to have occurred whilst the pupils are either on the way to/from school/a school activity, they will be dealt with in line with the Behaviour Management policy. The responsibility for administering the appropriate sanction may be delegated by the Leadership Team to a relevant Progress Manager or Key stage pastoral lead.

- Where instances of bullying occur, either verbal or using social media, pupils will be sanctioned in the same way as if it occurred within school. The school will support parents with evidence, where available, should they wish to pursue prosecution when bullying and intimidation fails to cease after intervention strategies.
- Where instances of anti-social behaviour have taken place outside school which are clearly associated with and/or threaten the good order/reputation of the school, the Headteacher may take action, up to and including suspending or excluding the pupil.

20. Allegations

Allegations/accusations from pupils against staff

Allegations/accusations by pupils made against school staff and allegations of abuse of pupils by school staff are taken seriously and we will deal with allegations quickly in a fair and consistent way that provides effective protection for the child and supports the person who is the subject of the allegation. Pupils who are found to have made false/malicious allegations will/are likely to be sanctioned with a suspension or Permanent exclusion.

Allegations/accusations from pupils against other pupils

We will also ensure all allegations of abuse of pupils undertaken by other pupils will be taken seriously and we will deal with allegation quickly in a fair and consistent way that provides effective protection for the child and supports the person who is the subject of the allegation. We will undertake a full investigation allowing all parties the opportunity to express their views. All sides will be taken into account and any other evidence such as witness statements and camera footage and a considered judgment will be reached before any further action is taken.

21. Training

Our staff are provided with training on managing behaviour, including proper use of restraint, as part of their induction process; this can be accessed through the Staff training programme.

22. Risk assessing a pupil's behaviour when leading activities, trips and visits.

Pupils will not be excluded from taking part in school activities, trips and visits without an individual risk assessment taking place using the pupil's behaviour record. If a pupil's behaviour is deemed to be a risk to the safety of themselves, and others, the leader of the activity, trip or visit can mandate that they do not take part. Such risk assessments and decisions must be made with the pupil's Progress Manager, Key stage pastoral lead and reported to the Deputy Headteacher.

23. Roles and responsibilities

The Academy councillors

The academy council is responsible for monitoring this behaviour policy's effectiveness and holding the Headteacher to account for its implementation.

The Headteacher

The Headteacher is responsible for reviewing and approving this behaviour policy.

The Leadership Team

The Headteacher and the Leadership Team will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently. The senior leadership team will support staff in responding to behaviour incidents.

Staff

Staff are responsible for:

- Implementing the behaviour policy and promoting the strategies within the pupil care model consistently
- Modelling positive behaviour.
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents.

Parents

Parents are expected to:

- Support their child in adhering to the school's behaviour policy and high expectations.
- Inform the school of any changes in circumstances that may affect their child's behaviour.
- Discuss any behavioural concerns with the form tutor promptly.

Smoking & Vaping Policy

Principles

Endon High School is committed to:

- Providing the highest quality of education and social development for pupils to ensure their emotional and physical well being.
- Educating all employees, pupils, parents, contractors and other visitors of the dangers of smoking and vaping to health and that smoking is known to be the principal avoidable cause of premature deaths in the UK.
- The compliance with anti-smoking legislation, namely Smoke -free (Premises and Enforcement) Regulations 2006 and that from the 1st July 2007 all workplaces in England must be smoke free, rendering it a criminal offence to smoke on the school premises .
- Providing a healthy, clean and safe working environment for all employees, pupils, parents, contractors and other visitors.

The Health Act 2006

The Health Act 2006 was established 'to make provision for the prohibition of smoking in premises, places and vehicles; for amending the minimum age of persons to whom tobacco may be sold and to make provision in relation to the prevention and control of health care associated infections'.

"Smoking" refers to smoking tobacco or anything which contains tobacco, or smoking any other substance. Smoking includes being in possession of lit tobacco or of anything lit which contains tobacco, or being in possession of any other lit substance in a form in which it could be smoked. For the purposes of this policy smoking also refers to the smoking or vaping of electronic or e-cigarettes or cig-a-likes. It is our intention to project a clean and healthy image for our premises and our pupils. The less smoking or vaping appears as a normal behaviour to pupils, the less likely they are to start to smoke.

Premises will be smoke-free if they are open to the public and/or are used as a place of work. The school premises will include all buildings, sports fields and areas under the auspices of Endon High School. Smoking is also prohibited on vehicles hired by the school or in any vehicle on the school premises.

Aims

1. To enable all pupils and staff to make healthy, informed choices by increasing knowledge and challenging attitudes towards smoking.
2. To provide a programme of education and accurate information about the health risks associated with smoking.
3. To seek to minimise the risks and possible legal consequences for pupils and staff from smoking in prohibited places.
4. To enable young people and staff to identify sources of appropriate personal support to help with the cessation of smoking and these support mechanisms are open to them when they are needed.
5. To monitor, as far as possible, pupil and staff involvement in smoking in order to inform school programmes for prevention.

6. To have clear procedures for dealing with anyone found smoking on the premises or in the case of pupils found to be in possession of smoking materials, to ensure that such procedures are consistent and clearly understood.
7. To ensure an adequate programme for Personal, Social Education & Health, with appropriate resourcing and staff training is in place to help young people make informed decisions about smoking.
8. To ensure that pupils, staff, parents, contractors and any other visitors are informed about the school's policy and procedures relating to smoking.
9. To ensure that both penalties for smoking on the school site and support procedures are consistently and fairly applied.
- 10 To enter into an agreement with parents, carer and pupils which clearly identifies the responsibilities of all involved and that this "agreement" is signed by both school and pupils. (see appendix 4 Contract)

Practice

The school seeks to create the conditions in which pupils and staff take responsibility for their own health and behaviour. For this to take place, staff, pupils and parents should work to an agreed set of standards which clearly identifies the consequences of a failure to work towards them. This Smoking Policy will, therefore, clearly define the penalties for noncompliance and so create the correct, healthy and clean conditions within school in which everyone can work. The school will also work within Local Authority (LA) and Local Council guidelines and strategies for promoting health, safety and well-being for all within the school.

Endon High School will seek to build an effective partnership between the school, parents and pupils and will inform parents about the non-compliance of their children with this policy. The school will acknowledge and support the efforts of its pupils and staff to improve their health through the cessation of smoking and will promote non-smoking through curriculum materials, Learning for Life sessions, assemblies and appropriate displays. The school will challenge the behaviour of those pupils and parents who give low priority to the elimination of smoking on school premises.

The measures contained within this policy can include measures to regulate and control the behaviour of staff or pupils when they are not being educated within school, e.g. when attending college placements, on work experience, school visits, or on any other occasion when pupils are not on the school premises but are in the charge of the school.

Sanctions

Protocol for non-compliance on school premises by staff

Disciplinary procedures may be followed if a member of staff does not comply with this policy. Staff may also be liable to a fixed penalty fine and possible criminal prosecution.

Protocol for non-compliance on school premises by visitors

Visitors who do not comply with this policy will be asked to leave the premises. Refusal to comply with this request may result in the Police or Local Enforcement Officer being informed.

Protocol for non-compliance on school premises by pupils

Consequences for pupils 'smoking or vaping' if:

- They are seen smoking or vaping. They will be suspended for at least one day.
- They are found to have cigarettes and/or other smoking/vaping materials in their possession. They will be internally isolated for at least one day or suspended for repeat offences.
- They are associating themselves with others who have been caught in the act of smoking/vaping. They will be given a detention.
- The selling, trading or swapping of cigarettes, vapes or other smoking/vaping material could result in a permanent exclusion.

1. A report of the incident will be completed by the relevant member of staff on class charts.
2. The progress manager, pastoral lead, or a member of the leadership team, will then organise for the sanction to take place.
3. The Progress Manager or pastoral lead will accompany the sanction with a letter to notify the parents or carers of our concerns for the pupils health (appendix 1, 2 or 3 depending on whether there have been previous incidents)
4. The Progress Manager or pastoral lead will notify the school nurse of the incident and an appointment will be made for the pupil concerned to meet with the nurse for health and cessation advice.

The school will forward the names of persistent offenders to the Council Enforcement Officer and the Police and further incidents will result in more serious sanctions being considered by the school. These will include extended isolations, pastoral support plans or suspensions. The school may choose to seek assistance from the Local Enforcement Officer or the Police in pursuing a statutory fixed penalty notice. In extreme cases where the school sanctions appear to be having no effect on certain pupils and their smoking behaviour, parents may be asked to collect and supervise their child over the periods of free time or when the smoking is taking place.

The penalties and fines for the smoke-free offences set out in Health Act 2006 are; a fixed penalty notice of £50 (discounted to £30 if paid within 15 days from the issue of a notice) or a fine by a court not exceeding level 1 on the standard scale (up to £200). These fines may be subject to change.

Support

The school takes its responsibilities in supporting staff and pupils to maintain their health and wellbeing seriously and the following are some of strategies in place to help with the cessation of smoking.

1. The NHS offers a range of services to help smokers to give up. Visit www.gosmokefree.co.uk or call the NHS Smoking Helpline on 0800 169 0 169 for details. Alternatively you can text 'GIVE UP' and your full postcode to 88088 to find your local NHS Stop Smoking Service.
2. Pupils in school can access the School Nurse for help and advice and an appointment can be made directly. The School nurse is available in school on a rota.
3. The school will maintain a member of staff who has received formal training to smoking cessation methods who will be available to offer advice and support to young people.
4. The school will offer a peer mentor to young people who feel they would benefit from the support of another young person.
5. Local Pharmacies are supportive of people trying to give up smoking and the following provide a smoking cessation service free of charge to young people below the age of 16.

Professional Support

It is believed that support can be obtained at the following local Doctor surgeries.

Endon Surgery	Tel: 01782 544466	Staffordshire
Station Road	(referral to The Millers,	ST136AG
Stoke on Trent	Longton)	Tel: 01538 383049
ST9 9DR		Milton Pharmacy
Tel: 01782 502227	Alternatively – Advice can be sought at local pharmacies.	29, Millrise Rd,
		Milton, Stoke-On-Trent,
		Staffordshire
Baddeley Green Surgery	Lloyds Pharmacies	ST2 7BN
Stoke on Trent	15 Fountain Street	Tel: 01782 534416
ST9 9PB	Leek	

Appendix 1.

Letter 1: Initial Notification Letter

Dear Parent or Carer

RE: Smoking on School Premises (or edit for vaping)

I regret to notify you that (insert name) has been caught smoking and/or vaping on the school premises.

The school takes an extremely dim view of this as it is a serious breach of the school rules, the County Council Policy on Smoke Free Spaces and the 2006 legislation which makes it unlawful to purchase or smoke cigarettes below the age of 18 or to smoke in public spaces.

As a consequence of this (insert name) will (insert sanction)

Whilst it's important for our young people to realise there is a consequence for their actions it is also important for them to realise that the school takes its responsibilities in supporting them with their health and well being also very seriously. To this end we will be passing their names to the school nurse who will arrange to see them about the long term health dangers of smoking and to give them advice on "giving up."

I do hope you will join us in supporting (insert name) with this to ensure that the full consequences of their actions are understood. Smoking is known to be the principal most avoidable cause of premature deaths in the UK accounting for the lives of 186,000 people.

Yours sincerely

(Insert name)

Appendix 2

Letter 2: Persistent Smoking (or edit for vaping)

Dear Parent or Carer

RE: Smoking on School Premises

I regret to notify you that (insert name) has been caught smoking and/or vaping on the school premises.

As you will know the school takes an extremely dim view of this as it is a serious breach of the school rules, the County Council Policy on Smoke Free Spaces and the 2006 legislation which makes it unlawful to purchase cigarettes below the age of 18 or to smoke in public spaces.

As a consequence of this (insert name) will (insert sanction)

This is not the first incident of this nature and it appears that strategies adopted previously seem to be having little or no effect. This cannot continue..

The school smoking policy makes our position clear on persistent smoking and the following is an extract from that policy.

“The school will forward the names of persistent offenders to the Council Enforcement Officer and the Police and further incidents will result in more serious sanctions being considered by the school. These will include extended detentions, isolations, pastoral support plans or even exclusions. The school may choose to seek assistance from the Local Enforcement Officer or the Police in pursuing a statutory fixed penalty notice.

The penalties and fines for the smoke-free offences set out in Health Act 2006 are; a fixed penalty notice of £50 (discounted to £30 if paid within 15 days from the issue of a notice) or a fine by a court not exceeding level 1 on the standard scale (up to £200). These fines may be subject to change.”

I do hope you will join us in supporting (insert name) with this to ensure that the full consequences of their actions are understood. Smoking is known to be the principal most avoidable cause of premature deaths in the UK accounting for the lives of 186,000 people.

Yours sincerely

(Insert name)

Appendix 3

Letter 3: Parental Involvement

Dear Parent or Carer

RE: Smoking on School Premises

I regret to notify you that (insert name) has been caught yet again smoking and/or vaping on the school premises. As you will know the school takes an extremely dim view of this as it is a serious breach of the school rules, the County Council Policy on Smoke Free Spaces and the 2006 legislation which makes it unlawful to purchase cigarettes below the age of 18 or to smoke in public spaces.

As a consequence of this (insert name) will (insert sanction)

(insert name) is persistently breaking the anti smoking rules as there have been several incidents of this nature and it appears that strategies adopted previously seem to be having little or no effect. We cannot allow this to continue. The school smoking policy makes our position clear on persistent smoking and the following is an extract from that policy.

“The school will forward the names of persistent offenders to the Council Enforcement Officer and the Police and further incidents will result in more serious sanctions being considered by the school. These will include extended isolations, pastoral support plans or exclusions. The school may choose to seek assistance from the Local Enforcement Officer or the Police in pursuing a statutory fixed penalty notice.

The penalties and fines for the smoke-free offences set out in Health Act 2006 are; a fixed penalty notice of £50 (discounted to £30 if paid within 15 days from the issue of a notice) or a fine by a court not exceeding level 1 on the standard scale (up to £200). These fines may be subject to change.”

An appointment has been made with (insert name of staff) on (insert day and time) in order to discuss the severity of the situation and explore ways in which both school and (insert name) can move forward from this point in order to prevent the full weight of school sanctions being deployed.

I do hope you will join us in supporting (insert name) with this to ensure that the full consequences of their actions are understood. Smoking is known to be the principal most avoidable cause of premature deaths in the UK accounting for the lives of 186,000 people.

Yours sincerely

(Insert name)



Appendix 4: Contract

What we believe in:

We at Endon High School are committed to providing the highest quality of education and social development for our pupils to ensure their emotional and physical well being.

We are committed to the compliance with anti-smoking legislation, namely Smoke -free (Premises and Enforcement) Regulations 2006 and that from the 1st July 2007 all workplaces in England must be smoke free, rendering it a criminal offence to smoke on the school premises.

We are committed to providing a healthy, clean and safe working environment for all employees, pupils, parents, contractors and other visitors.

What we will do:

- Help all pupils to make healthy, informed choices by helping them to learn about the dangers and health risks associated with smoking and by challenging attitudes towards smoking.
- Help our young people to get appropriate personal support to help them to stop smoking.

What parents will do

- Support you through encouragement, rewards and incentives to ensure you do the right thing
- Listen and help you and not be too judgmental
- Help the school to support you

What you will do:

- Refrain from bringing any smoking related material into school including cigarettes, vapes, lighters, matches, tobacco, cigarette papers or any such like material
- Remain within the allowed bounds of the school yards and spaces and not venture into spaces deemed to be "out of bounds" such as behind mobile classrooms, down the steps of the boiler room, behind sheds, be outside the school during normal school hours or in any other such like place.
- Engage with all the strategies that school deploy in order to help you to stop smoking and/or vaping including attending any sessions with the school nurse, working with outside agencies who have expertise in this area or any other strategy that school uses for the purpose of support.

I understand that the school has a duty of care and a legal responsibility to take these measures to prevent me from smoking on school premises. I am also aware of the seriousness of the position I find myself in and understand that further transgression may result in my exclusion from school during break and lunchtimes and the problems this will cause for the people who care for me.

I agree to abide by the conditions above

Signed.....

Date

Signed on behalf of the school

Signed

Date