



Behaviour Policy

Endeavour Learning Trust

October 2023



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Throughout this document we have used the term ‘families’ to refer to our pupils’ parents, carers or those that hold parental responsibility (PR), including the Corporate Parent for those to whom that applies.

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1. Statement of Intent

Endeavour Learning Trust believes that all members of our communities have the right to a safe and positive educational environment where they can learn and thrive. Every member of our Trust has a responsibility to demonstrate behaviour which will facilitates this. Endeavour Learning Trust is committed to:

- Providing a safe environment free from disruption, violence, discrimination, bullying and any form of harassment.
- Promoting self-esteem, self-regulation, and positive relationships based on mutual respect.
- Ensuring equality and fair treatment for all.
- Praising and rewarding good behaviour.
- Challenging and disciplining misbehaviour.
- Encouraging positive relationships with families as partners in their child's education.

Reasonable and proportionate sanctions will be used where a pupil's behaviour falls below the standard that is expected, alongside support to prevent recurring misbehaviour and seek to establish any underlying cause.

The Trust acknowledges that behaviour can sometimes be the result of special educational needs, mental health issues, or other needs or vulnerabilities, and supports each school to address these needs via an individualised graduated response.

To help reduce the likelihood of behavioural issues related to social, emotional or mental health (SEMH), all of our schools will aim to create a safe and calm environment in which positive mental health and wellbeing are promoted and pupils are supported to develop resilience.

All our schools will ensure:

- **Culture, ethos and environment** – the health and wellbeing of pupils and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment
- **Teaching** – the curriculum is used to develop pupils' knowledge about health and wellbeing
- **Community engagement** – schools proactively engages with parents, outside agencies and the wider community to promote consistent support for pupils' health and wellbeing

Endeavour Learning Trust acknowledges the impact that adversity, including abuse and neglect, can impact on a pupil's mental health, behaviour, and education. Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health.

2. Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Education and Inspections Act 2006
- Health Act 2006

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- The School Information (England) Regulations 2008
- Equality Act 2010
- Voyeurism (Offences) Act 2019
- DfE (2013) 'Use of reasonable force'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2021) 'Sexual violence and sexual harassment between pupils in schools and colleges'
- DfE (2022) 'Behaviour in schools: Advice for headteachers and school staff'
- DfE (2023) 'Keeping pupils safe in education 2023'
- DfE (2022) 'Searching, Screening and Confiscation: Advice for schools'
- DfE (2022) 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'

This policy operates in conjunction with the following Trust and school policies:

- Complaints Procedures Policy
- Child Protection and Safeguarding Policy
- Acceptable Use Policy
- Anti-bullying Policy
- School Uniform and Appearance Policy
- Supporting Pupils with Medical Conditions Policy
- **Suspensions and Exclusions Policy** **** (not sure if ELT has this?)**

3. Roles and responsibilities

The board of trustees will have overall responsibility for:

- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
- Promoting a culture where calm, dignity and structure encompass every space and activity.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.
- Ensuring this policy is published on the school website.

The Headteacher, with the support of the Executive Team will be responsible for:

- Establishing a culture of positive behaviour of all stakeholders.
- The monitoring and implementation of this policy and of the behaviour procedures at the school.
- Establishing high expectations of pupils' conduct and behaviour, and implementing measures to achieve this.
- Determining the school rules and any disciplinary sanctions for breaking the rules.
- The day-to-day implementation of this policy.
- Publicising this policy in writing to staff, parents and pupils at least once a year.

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- Reporting to the Board of Trustees on the implementation of this policy.

Teaching staff will be responsible for:

- Address all incidents of behaviour in line with this policy.
- Aiming to teach all pupils the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential, and that every pupil with behavioural difficulties will be able to study the full national curriculum.
- Teaching and modelling expected behaviour and positive relationships.
- Being responsible and accountable for the progress and development of the pupils in their class.
- Not tolerating disruption and taking proportionate action to restore acceptable standards of behaviour.

All members of staff, including teaching and support staff, and volunteers will be responsible for:

- Adhering to this policy and applying it consistently and fairly.
- Supporting pupils in adhering to this policy.
- Promoting a supportive and high-quality learning environment.
- Modelling high levels of behaviour.
- Being aware of the signs of behavioural difficulties.
- Setting high expectations for every pupil.
- Being aware of the needs, outcomes sought, and support provided to any pupils with specific behavioural needs.
- Keeping the relevant staff up-to-date with any changes in behaviour.
- As authorised by the headteacher, sanctioning pupils who display poor levels of behaviour.

Pupils will be responsible for:

- All students have a responsibility to behave in a way that does not disrupt the learning, wellbeing or safety of themselves, their peers or any adult in the academy or wider academy community
- Reporting any unacceptable behaviour to a member of staff.
- Being open and willing to develop positive relationships with each other and the adults there to support them.

Families will be responsible for:

- Supporting their child in adhering to the school rules and reinforcing this at home.
- Informing the school of any changes in circumstances which may affect their child's behaviour.

4. Definitions

For the purposes of this policy, The Trust defines "serious unacceptable behaviour" as any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour. This will include, but is not limited to, the following:

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- **Discrimination** – not giving equal respect to an individual on the basis of age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation
- **Harassment** – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- **Bullying** – a type of harassment which involves personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual being bullied
- **Cyberbullying** – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- **Sexual harassment/violence** – unwanted conduct of a sexual nature or sexual assault
- Possession of legal or illegal drugs, alcohol or tobacco
- Possession of banned items
- Truancy and running away from school
- Refusing to comply with disciplinary sanctions
- Theft
- Verbal abuse, including swearing, racist remarks and threatening language
- Fighting and aggression
- Persistent disobedience or disruptive behaviour
- Extreme behaviour, such as violence and serious vandalism
- Any behaviour that threatens safety or presents a serious danger
- Any behaviour that seriously inhibits the learning of pupils
- Any behaviour that requires the immediate attention of a staff member

For the purposes of this policy, the Trust defines “low-level unacceptable behaviour” as any behaviour which may disrupt the education of themselves or other pupils. “Low-level unacceptable behaviour” may be escalated to “serious unacceptable behaviour”, depending on the severity of the behaviour.

5. Managing behaviour

Endeavour Learning Trust believes in working preventatively, embedding clear and consistent rules and routines, clear rewards and sanctions, communication with families and planned interventions, including support from external agencies to help all pupils in understanding and developing appropriate behaviour.

Instances of unacceptable behaviour will be taken seriously and dealt with immediately. Staff will respond promptly, predictably and with confidence to maintain a calm, safe learning environment. Staff will consider afterwards how to prevent such behaviour from recurring.

Incidents of behaviour will be recorded using the Trust’s systems to help identify pupils whose behaviour may indicate unidentified underlying causes. All staff will be alert to changes in a pupil’s behaviour that could indicate they are in need of help or protection.

The school will ensure that all discipline is reasonable in all circumstances, and will consider the pupil’s age, religious requirements, SEMH needs, any SEND, and any other contributing factors, e.g. bullying, safeguarding or home life issues.

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For discipline to be lawful, all schools will ensure that:

- The decision to discipline a pupil is made by a paid member of school staff, or a member of staff authorised to do so by the headteacher.
- The decision to discipline a pupil is made on the school premises or whilst the pupil is under the charge of a member of staff, such as during an educational trip or visit.
- The decision to discipline a pupil is reasonable and will not discriminate on any grounds, e.g. equality, SEND or human rights.

A pupil's behaviour online and via media (e.g. by text message or phone call), including outside of school hours, will be considered within our policies whenever that behaviour could impact on members of our Trust communities or the reputation of the school/ Trust itself.

All known and suspected criminal behaviour will be reported to the police without delay. Staff will refer to the NPCC guidance 'When to Call the Police: Guidance for Schools and Colleges'.

6. Rewards and sanctions

Acknowledging good behaviour encourages repetition and communicates the Trust's expectations and values to all stakeholders, but particularly the pupils themselves. Rewards and positive reinforcement should be applied clearly and fairly to enforce routines, expectations and the norms of each school's culture and ethos.

When a pupil disrupts learning or behaves inappropriately within the academy, there are consequences for those actions. The level of sanction relates very much to the specifics of the incident. It is essential that all staff are consistent in following through on sanctions and that the system is used consistently and fairly. Sanctions should not be considered in opposition to rewards, but rather as two complementary strands of intervention that reinforce the school's positive behaviour culture.

It is the responsibility of each individual school to set out a clear system of possible behaviour rewards and sanctions, in line with guidance and this policy, communicate it to all staff, pupils and families, and ensure that it is upheld on a day to day basis.

Sanctions are lawful if they are reasonable in the circumstances, proportionate to the circumstances and any special circumstances, such as age, SEND or religious requirements, have been considered.

7. Removal from classrooms and isolation

Removal from the classroom is considered a serious sanction and only used when necessary to restore order and calm following unreasonable levels of disruption and to enable pupils who have been removed to continue to be educated in a managed environment. Removal from the classroom will only be used once classroom behaviour strategies have been attempted or if the behaviour is extreme enough to warrant immediate removal.

All of our schools have the authority to use supervised isolation rooms as a disciplinary sanction and often as a way of avoiding fixed-term exclusion. All schools will ensure that time spent in any such

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room is used as constructively as possible, that there is continuation of education, and that pupils are allowed to eat, drink and use the toilet.

In all schools where isolation spaces are in use, the Headteacher must make it clear to families that this form of sanction may be used, ensure an appropriately located and resourced space for it to take place, ensure appropriately trained and knowledgeable staff are in place to supervise, and that data and trends are analysed to inform whole academy and targeted preventative work.

It may be that a pupil needs to be removed from the classroom to an isolation space for the immediate, continued education of both the student and their peers, but each case then should be subject to the following considerations:

- The sanction is proportionate to the situation and any special circumstances, such as SEND or having an allocated social worker, have been taken into account:
- Consideration of any underlying factors which may require further assessment
- Analysis of any patterns of behaviour that may be indicative of a need for support
- The student is supported to reflect on their behaviour and identify positive ways forward
- That any statutory plans that are in place (Child Protection or Child in Need Plan, or Personal Education Plan for Pupils Looked After by the local authority) have been reviewed, the allocated Social Worker and where appropriate, Virtual Headteacher are informed.
- There is a clear reintegration plan with appropriate support in place to facilitate success.
- Removal spaces such as these should be distinguished from the use of separation spaces used for non-disciplinary reasons, for example sensory rooms or nurture provisions.

8. Detentions

DfE guidance defines a detention as ‘... a commonly used sanction, often used as a deterrent to future misbehaviour. It is typically a short period where the student is required to remain under supervision of school staff when their peers have been allowed to go home or to a break.’

In our Trust, detentions and the specifics of their use will be individual to each school

In all cases, a detention incorporates the following:

- an element of restoration, guidance and / or support as relevant to the situation
- if taking place at lunch or break, sufficient time to eat, drink and use the toilet
- if taking place out of school hours, consideration of any impact on the student’s safety and wellbeing:
- travelling to / from the academy safely
- known caring responsibilities in the home
- conflict with medical appointments, including mental health appointments
- if the arrangement is in any way likely to put the student at increased risk of harm

Use of detention outside of the normal school day is lawful if safety considerations have been made the student is under 18, the Headteacher has clearly communicated to families that this form of sanction may be used, and it is on one of the following days:

- any school day on which the student does not have permission to be absent

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- weekends during term time (not including a weekend that directly precedes or follows a school holiday)
- non-teaching days i.e. training days, but not public holidays; the day preceding the first day of term; during a half term; or after the last school day of the term

9. Mobile phones

All our schools prohibit the use of mobile phones during school hours, unless they are required for an identified purpose, e.g. needed for a medical condition or to provide information to staff in relation to online incidents.

Pupils who bring mobile phones to school for use whilst travelling to and from school must ensure they are switched off and stored safely and securely during school hours.

10. Prohibited items, searching pupils and confiscation

Searching can play a critical role in ensuring that schools are safe environments for all pupils and staff. It is a vital measure to safeguard and promote staff and pupil welfare, and to maintain high standards of behaviour through which pupils can learn and thrive.

Headteachers and staff they authorise have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item listed below or any other item that the school rules identify as an item which may be searched for.

The list of prohibited items is:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- any article that the member of staff reasonably suspects has been, or is likely to be used to commit an offence
- to cause personal injury to, or damage to property of; any person (including the pupil)
- an article specified in The School Regulations 2012
- tobacco and cigarette papers
- fireworks
- pornographic images

The school will also identify the following as prohibited items which may be searched for by authorised staff without consent if necessary:

- E-cigarettes/vapes
- Electronic devices – including where there are concerns over digital content
- Lighters

Being in possession of a prohibited item may mean that the pupil is involved, or at risk of being involved, in criminal behaviour including child exploitation. A search may play a vital role in identifying pupils who may benefit from early help or a referral to the local authority Children's Social Care services.

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All searches must be carried out by at least two members of staff, of the same gender as the pupil being searched, and with the prior knowledge and agreement of the Senior Leadership Team. Searches will be recorded using school's recording systems.

Parents should always be informed of any search for a prohibited item listed in this policy that has taken place, and the outcome of the search as soon as is practicable. A member of staff should inform the parents of what, if anything, has been confiscated and the resulting action the school has taken, including any sanctions applied.

11. Child on child sexual abuse/violence

The Trust does not tolerate any form of abuse, including all forms of sexual abuse and harassment, including sexual harassment, gender-based bullying and sexual violence.

Whilst not intending to be an exhaustive list, sexual abuse, harassment and violence includes:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names
- sexual "jokes" or taunting
- physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes.
- displaying pictures, photos or drawings of a sexual nature
- upskirting
- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence.

All schools will respond promptly and appropriately to any sexual harassment complaints in line with the Child Protection and Safeguarding Policy; appropriate steps will be taken to stop the harassment and prevent any reoccurrence. Discipline for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents.

Where a report is made of child on child sexual abuse, harassment or violence, the child making the report will be reassured and taken seriously.

All reports of child on child sexual abuse must be immediately shared with the Designated Safeguarding Lead for the school. The reporting staff member must make sure the DSL is aware of the incident, and the information shared verbally in the first instance. Reports will be recorded and logged using the school's electronic safeguarding recording system.

Each report will be addressed on a case-by-case basis with the DSL considering all information available, seeking advice from the Trust's Head of Safeguarding and Welfare, the Local Authority School Safeguarding Service or police, where required, and consulting AIM Checklists (aimproject.org) to help assess the level of behaviour in line with pupils's stages of development.

The DSL will decide on an appropriate course of action. This will be one of the four options below:

1. Manage internally. In some cases of sexual harassment, for example, one-off incidents, school may decide that it would be appropriate to handle the incident internally, perhaps through utilising sanctions outlined in this behaviour policy and by providing pastoral support.
2. Early Help. Early help can be particularly useful to address non-violent Harmful Sexual Behaviour and may prevent escalation of sexual violence.

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3. Referrals to local authority pupils' social care. Where a child has been harmed, is at risk of harm, or is in immediate danger, school will make a referral to local authority pupils's social care.
4. Reporting to the police. Where a report of rape, assault by penetration or sexual assault is made, the starting point is that this should be passed on to the police. Whilst the age of criminal responsibility is ten, if the alleged perpetrator(s) is under ten, the starting principle of reporting to the police remains.

All schools will not wait for the outcome (or even the start) of a local authority Children's Social Care investigation before implementing appropriate measures to protect the child that may have been harmed and the child who may have harmed. Immediate actions/sanctions will be implemented when an incident is reported. This will allow schools to gather information to be able to inform any necessary further actions and sanctions. All schools will ensure that there are appropriate risk management plans in place.

Immediate actions might include the following, but not exclusively:

- Removal from circulation to an internal learning space away to ensure the pupil who may have harmed is appropriately supervised and supported whilst further investigation takes place.
- Internal exclusion
- Fixed Term Exclusion

Decision on the course of action may change once full information is obtained and on advice from external agencies, where they are involved.

All schools will provide ongoing support for the child who has been harmed and the child who has harmed through discussion with the pupils, families and any external agencies involved, where requested and deemed to be appropriate.

12. Reasonable force

Reasonable force can be used to prevent students from committing a criminal offence, hurting themselves or others, from significantly damaging property, or from causing disorder.

All our schools will comply with the law and guidance on Use of Reasonable Force in Schools (2013).

13. Fixed term and permanent exclusion

All our schools work tremendously hard to avoid fixed term and permanent exclusion but, at times, it can be necessary to address a more serious behaviour matter when considering the safety of the school community. All our schools will comply with the law and communicate with families as clearly as possible.