ENDEAVOUR ACADEMY BEXLEY

# BEHAVIOUR POLICY

## SEPTEMBER 2026

### TO BE REVIEWED SEPTEMBER 2027

## INTRODUCTION

Endeavour Academy Bexley Behaviour Policy 2023 sets out the expectations of behaviour. London South East Academy Trust, school staff, parents/carers and students seek to create an environment which encourages and reinforces good behaviour, high aspirations and the

fostering of positive attitudes towards learning. It also sets out the equally applied consequences for inappropriate sexualised behaviour, harassment and bullying and reflects the latest guidance provided by the Department for Education.

Endeavour Academy Bexley is a school for students with a range of social, emotional and mental health needs as well as a range of secondary special educational needs and as a school, its most important role is to offer the best education possible to the students who attend. We know that behaviour is a form of communication and a student's poor behaviour is often a communication that is saying they are finding it difficult to cope with issues either within their home or school life. This may cover a wide range of problems which could include unmatched learning, social issues or mental health issues. Many of our students have complex needs and can present their own challenges. However, we know that our school will provide the stability, consistency and care which will allow them to develop and thrive in a safe environment. Our staff within the school recognise the difficulties that our students are facing and will act with compassion and understanding in their interactions with them. Staff always aim to build good relationships with students so that they understand their needs and are able to support learning and behaviour to maximise potential and achievements.

This policy has been created alongside a number of different policies, see appendix 1 for the full list.

## PRINCIPLES OF BEHAVIOUR MANAGEMENT

Our behaviour management principles are based upon the four pillars of our school community:

- Respect
- Trust
- Kindness
- Achieve

The four pillars are reinforced daily as part of the credit sheet reward system that is outlined later in this policy.

As well as our four pillars we use a restorative practice approach to support the behaviour throughout our community. Restorative practice is a way of working with conflict that puts the focus on repairing the harm that has been done. It is an approach to conflict resolution that includes all of the parties involved.

We encourage all students to learn and understand that they have rights and responsibilities towards themselves and the wider school community and society.

1.1. Developing an appropriate relationship with students of all ages, based on mutual respect, is the most appropriate way of ensuring the effective management of behaviour. Good communication and positive reinforcement will often diffuse confrontation. Staff should seek to de-escalate incidents at the earliest possible opportunity.

1.2. Rewards and praise are given emphasis over sanctions and reprimands. Positive behaviour can be rewarded with verbal praise, certificates, prizes, school reward trips etc. There will be more emphasis placed on a student exhibiting positive behaviour than on displaying unacceptable behaviour.

1.3. Where sanctions are necessary, they will be proportionate to the unacceptable behaviour. They must be issued fairly and the reason for

the sanction and the future expectation explained to the student in clear terms which they can understand.

1.4. Behaviour management in the school involves trying to modify the behaviour being displayed by students with complex needs. Behaviour management strategies are not guaranteed to succeed. They will require staff to be resilient, consistent and calm in supporting our students.

1.5. Strategies should be 'SMART' – Specific, Measurable, Achievable, Realistic and Timely. The nature of the strategy may correlate directly to how well the member of staff knows the student and the success of a strategy will largely depend upon the relationship between the student and the member of staff leading the strategy.

1.6. It is important that achievement and improvement, in any area, is acknowledged and celebrated. Staff must seek to actively promote regular achievement so as to develop student self-motivation.

Endeavour Academy has a clear student code of conduct which aims to support a positive peer environment. Student who attend Endeavour Academy are expected to:

- Show respect to each other and to members of staff
- Make it possible to all students to learn
- Move calmly around the school
- Treat the school building and property respectfully
- Accept consequences when given
- Refrain from a way that brings the school into disrepute

## CLASSROOM EXPECTATIONS

We have a whole school approach to expectations within the classroom, these expectations are in place to promote a consistency within all lessons. Where possible staff should seek to start and end all lessons within the structure outlined below:

| Classroom Expectations | |
|---|---|
| Within the first 5 minutes | • Meet and greet at the door<br>• Have learning objective on the board<br>• Have a starter activity ready<br>• Be aware of pupil personal targets |
| Within the last 5 minutes | • Discuss & complete credits<br>• Inform students what their next lesson is and who their teacher will be |

## RESPONDING TO GOOD BEHAVIOUR

At Endeavour Academy Bexley we use a range of strategies to celebrate and reward good behaviour, these strategies are based on our 4 pillars; Respect, Trust, Kindness & Achieve. Examples of how we respond to good behaviour:

- Verbal praise & feedback
- Award credits as detailed later in this policy
- Mention in weekly assembly

- Phone call home
- Subject/tutor certificates
- Award merits
- Award diamonds
- Reward vouchers
- Reward trips
- Certificates
- Access to Friday activities
- Whole school responsibilities
- Jack Petchey nomination

## RESPONDING TO MISBEHAVIOUR

In order to address disruption to learning, each lesson will follow a 3-stage tiered approach, which all staff should follow within our school community. This is referred to as the **3C's**:

| Staff Approach | | Examples of strategies that could be used |
|---|---|---|
| ↕ **Connection** | **C**orrection | Modelling, verbal reminder of expectation, redirect, rephrase request, reminder of consequences, positive reinforcement, time out with staff member, change of task, allocate responsibility. |
| | **C**redits | Reminder of specific targets, advice of how to achieve all credits, behaviour reflected in credits that are discussed at the end of each lesson. |
| | **C**onsequences | Phone call home, parental meeting, work sent home to complete, work to be completed within tutor time, detention, loss of activities or privileges, 1:1 with staff member, removal from lesson for a short period with TA, restorative conversation. |

*This list is not exhaustive, however, provides some examples of strategies that can be utilised.

Daily debrief, that is chaired by the Head Teacher, will give all staff the opportunity to reflect on situations and plan moving forward.

An after-school detention may be necessary to support pupils to have time to catch up on missed learning, reflect on their behaviour or discuss with staff how best to move forward to prevent further breeches of the behaviour policy. The expectation is that parents/carers will support this measure with the understanding that it is in the best interest of the pupil.

If strategies above are exhausted and there are consistent behaviours being seen, the school will look at further intervention and support to unpick the behaviour and seek to find what the behaviour is attempting to communicate to us. Strategies to be considered are:

| Examples of further strategies to be used |
|---|
| Draw & talk therapy |
| Behaviour specific tracker<br>School based community service<br>HLTA support (literacy and numeracy)<br>Lego therapy<br>Restorative conference<br>Safeguarding referral |

| |
|---|
| Referral to school councillor |
| Pastoral Support Programme/reduced hours |
| OT referral |
| Safer Police school team interventions |
| Dog mentoring |
| Internal suspension |
| Suspension* |
| Permanent exclusion* |

*Parents/carers and the local authority will be notified on the day of any fixed term or permanent exclusions.

Serious behaviour such as physical assault, persistent disruptive behaviour, bullying, threats, sexualised behaviour (including abuse and harassment) discrimination, serious risk of harm to self and others (including climbing or leaving the school site during the day without authorisation) and damage of property is not accepted at Endeavour Academy Bexley and may result in a suspension or in extreme circumstance were the students position becomes untenable, a decision may be made to permanently exclude. Following a suspension, a parent/carer is expected to accompany the pupil on their return to School. This ensures that we can discuss the reason for suspension and work cooperatively to support the child.

## THE CREDIT SYSTEM

The main system to acknowledge, provide feedback and reward appropriate behaviour and engagement in learning is the Credit System. Credits are earned by students in lessons against individual student targets.

Targets are set based on individual student EHCP outcomes and areas of focus. Targets are then broken down into "small steps" so that the journey towards achieving the longer-term target is manageable, achievable and can be measured and monitored for communication to the student, parents/carers and home.

Students can earn merits and diamonds in each lesson, these are linked to the four pillars of our community.

Students will be able to achieve between 0 – 2 credits for each target for every lesson within the day.

- 2 Credits: Target met fully
- 1 Credit: Target met partially
- 0 Credits: Target not met

*The credit sheets will be discussed at the end of each lesson with students and within tutor time daily.*

## EMOTIONAL WELLBEING

One of our key areas of focus at Endeavour Academy Bexley is supporting the emotional wellbeing of all members within our community. We have a number of methods, strategies and interventions that allow us to do this. Please refer to our Mental Health & Wellbeing policy 2023-2024 for further information.

## POSITIVE HANDLING

If a student is not able to self-regulate and manage their feelings, actions or emotions, then positive handling may be required. The techniques and procedures used are in accordance with Team Teach Training, DfE guidelines and the School's Positive Handling Policy.

All staff are trained in how to de-escalate incidents using Team Teach protocols. Staff will utilise their training to defuse situations which have the potential to escalate. Staff will ensure that de-escalation techniques are tailored and student specific. This will ensure successful application of the technique. Student behaviour support plans will outline which deescalation techniques are most suited to the individual.

Staff will physically intervene when a student is not able to self-regulate and manage their feelings, actions or emotions. De-escalation strategies are designed to support students in regulating their emotions and bring them back to their normal arousal levels. Physical intervention is used as a last resort in order to manage a potentially dangerous situation. Staff will use physical interventions for the minimum duration required to ensure everyone is safe and the student is able to regulate their emotions.

Staff may employ positive handling as a last resort if:

· The behaviour of the student represents a physical danger to themselves

· The behaviour of the student represents a physical danger to others

· The behaviour of the student represents a significant physical threat to property

· The behaviour of the student represents a serious threat to the good order of the school

## BULLYING

The parents/carers of the child who is participating in bullying behaviour and their victims, are informed of an incident and the action that has been taken. They are asked to support strategies proposed to tackle the problem and keep our pupils safe. The child and parent/carer are also reminded of the possible consequences of persistent bullying and the sanctions for repeated incidents will be clearly explained to him/her as outlined in our AntiBullying policy 2024. This may include but not limited to; fixed term suspensions, internal exclusion, referral to external agencies (e.g. children's social care), personal support plan, and schools' police liaison. A monitoring tool may be used, usually incorporating a reward for achieving desired behaviours and students may require an Enhanced Risk Assessment as both the victim and bully.

## SEARCHING, SCREENING AND CONFISCATION

**(LSEAT has separate searching, screening and confiscation policy)**

Searching with consent: Guidance provided by the DfE (July 2022) states school staff can search students with their consent for any item and are not required to have formal written consent from the student for any item and are not required to have formal written consent from the student for this sort of search – it is enough for the teacher to ask the student to turn out his or her pockets or if the teacher can look in the student's bag or locker and for the student to agree.

If a member of staff suspects a student has a banned item in his/her possession, they can instruct the student to turn out his or her pockets or bag and if the

student refuses, the teacher can apply an appropriate consequence as set out in the school's behaviour policy.

Guidance states schools are not required to inform parents before a search takes place or to seek their consent to search a child and there is no legal requirement to make or keep a record of a search. As part of everyday procedures students are searched for banned items upon arrival at school. Items such as mobile phones and electronics as well as other banned items are stored by the school, they will be collected by students at the end of the day. Certain banned items may need to be collected by a parent/carer or in some cases the police, in these cases items will not be given back to the student.

List of banned items (this list is not exhaustive):

- Electronics, including mobile phones
- Cigarettes, matches and lighters
- Vapes, e-cigarettes, shisha pens or liquids
- Chewing gum
- Fizzy drinks including high energy drinks
- Permanent marker pens
- Money
- Expensive items
- Jewellery except for a watch and stud earrings
- Mobile phones and smart watches.

Searching without consent: Headteachers and staff authorised by them have a statutory power to search students or their possessions, without consent, where they have reasonable grounds for suspecting that the student may have a prohibited item. Prohibited items are:

- Knives or weapons
- Alcohol and illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic (or pornographic linked) images/content
- Any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to property
- Any item banned by the school rules which has been identified in the rules as an item which may be searched for.

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

Endeavour Academy may not be held responsible for the loss or damage of any prohibited or valuable items.

## MOBILE PHONES

To safeguard students and staff at Endeavour Academy Bexley, students are not allowed to have mobile phones with them on school premises. They must hand them in at the start of the school day and will receive them back at 14.50 or when they have completed any afterschool detentions, clubs or catch up sessions. In the event that students refuse to hand in their mobile phones, staff will use the strategies outlined below:

- Staff to use the 3 C's to promote positive decisions from students

- Call to parent/guardian to contact the student and encourage them to hand the phone in
- Request made to parent/guardian to attend school and collect the mobile phone from the student
- Suspension to be put in place if all above strategies have been attempted

## DAMAGE

The cost of replacing broken equipment or repairing items which have been damaged negatively impacts on the purchase of resources, rewards and activities for students. Damage to property of others can have serious consequences in the community and we, as a school, educate students through the replication of society expectations. Therefore, Endeavour Academy will not only issue behaviour sanctions to the student, we will act wherever damage is caused by a student.

Parents/carers will be billed for any damage to equipment or the building caused by their child where it is not possible for the child to repair the damage or make amends through work within the school. Individual circumstances will be taken into consideration and parents/carers may be asked for a contribution to the full amount. Where possible the preferred option is for students to 'make good' the damage or undertake tasks in their own time to repair and rebuild. If damage is significant and above the school's threshold for damage, we may refer to the school's police to manage the situation if a resolution cannot be found with student and parent/carer. All efforts will be made to resolve the situation with restorative approaches.

Where significant incidents of damage take place, we will report directly to the police. Where there is repeated low and mid-level damage which is not being addressed through police action and parents/carers are not willing to make contributions to repair or replacement, the case may then be referred to the Small Claims Court by the Trust and parents will be informed of this in writing in advance of action being taken.

In these circumstances, evidence of repeated damage will be collated by the school, a letter sent to parents warning of action to be taken and the school will copy in the School Business Manager who liaises with the Trust Finance Department to follow through on a claim via the Small Claims Court. This will mean formal contact with the parents / carers and where the court finds in favour of the organisation, the Trust seeking financial reparation directly and through systems including at salary source.

## RISK TAKING

The safety of our pupils is paramount and thus all pupils and parents sign an agreement on the dangers of taking risks that may lead to injury, when they join Endeavour Academy. This includes, but is not limited to, leaving the school site during the day without permission and climbing. In the first instance, parents/carers will be informed and the police may be involved, if a child is missing from school and parents/carers cannot locate them. Parents/carers will be required to return to school with their child to discuss the incident and plan for a safe return for the pupil to school. Repeated incidents of climbing may result in suspension, 1:1 support in the Inclusion Unit or a Personal Support Programme.

## RESPONSIBILITIES

The Trust: will review the Behaviour Policy and support the school in maintaining high standards of behaviour. They will ensure that the application of the policy and procedures is fair and equitable with particular reference to ethnic or national origin, culture, religion, gender, disability or sexuality.

Head Teacher: will ensure the policy is followed consistently on a day-to-day basis by students and staff and where appropriate take necessary action when the policy is breached. They should establish a positive relationship with parents/carers and the local community.

Staff: are responsible for ensuring the principles and practices of the policy underpin their management of student behaviour leading to a high-quality learning environment.

Students: will be expected to take responsibility for their own behaviour to ensure it is in line with the Behaviour policy in and out of the learning environment. They should report any incidents of disruption, violence, bullying and any form of harassment.

Parents and Carers: will take responsibility for the behaviour of their child both inside and outside of the school environment. They will be encouraged to work in partnership with the school to ensure that high standards of behaviour are met.

## APPENDIX

Appendix (A)

Our policy considers the advice from the Department of Education (DfE) on:

- Behaviour and Discipline in Schools 2016 (updated May 2022)
- Searching, screening and confiscating 2014 (updated January 2018)
- The Equality Act 2010
- Keeping Children Safe in Education 2023
- School Suspension and Permanent Exclusions 2012 (updated April 2022)
- Behaviour in Schools July 2022
- Suspension and Permanent Exclusion from maintained schools, academies and student referral units in England, including student movement July 2022

In addition, our policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its students
- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate student's behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate student's property
- Schedule 1 of the Education (Independent Scholl Standard) regulation 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy online
- Endeavour Academy Bexley Anti-Bullying Policy 2025-2026

- Endeavour Academy Bexley Safeguarding Policy 2025-2026

## REVISION HISTORY

| Date | Who | Description |
|---|---|---|
| **July 2023** | NH | Initial version |
| **Sept 2023** | MR | Document Approval |
| **Sept 2023** | NL | Re-formatting |
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