

# Behaviour & Dojo Policy

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## 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
- Equality Act 2010
- Educations and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- DfE (2016) 'Behaviour and discipline in schools'
- DfE (2018) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2013) 'Use of reasonable force'
- Voyeurism (Offences) Act 2019

## 1. School context

Epinay School is a school which caters for up to 215 225 children and young people from 4 – 19 years of age with a wide range of special educational and complex needs.

The school caters for children and young people with significant learning difficulties and/or diagnosed learning disabilities who are working at a level of 3 – 4 years behind their peers and have limited ability to listen, process information, think, read, write, spell or do mathematical calculations effectively.

In addition to their learning needs, the children and young people may have some social vulnerability as well as some difficulties with their functional skills, speech and language communication needs and a diagnosis of Autistic Spectrum Condition.

The school has some children and young people who have anxiety and mental health difficulties and require additional support to meet their emotional needs, however, they do not present with disruptive behaviours.

A small number of our children and young people have a severe learning difficulty (SLD) and / or disability, which means that they find it difficult to understand, learn and remember new skills. These students have problems with both the acquisition of skills and their application to new situations and possible sensory issues or poor coordination.

As a school we create a safe and inclusive centre of excellence by providing a stimulating environment where learners achieve challenging and inspirational targets in order to develop as happy, confident and independent learners who are prepared for adulthood.

## **2. Aims**

Epinay is dedicated to ensuring that our school environment supports learning and the wellbeing of students and staff through a strong sense of community cohesion. Cooperation, support, and respect are the foundations of our community and we work hard to provide a safe school where students feel included in every aspect of school life and comfortable to voice their opinions.

This policy outlines what we expect from all our students in terms of their behaviour, and the sanctions that will be enforced if this policy is not adhered to. It extends to all members of our school community and is written in line with our governing body's statement of behaviour principles. Good behaviour and self-discipline have strong links to effective learning, and are vital for pupils to carry with them both during and after their school years.

Epinay believes that all pupils should be aware of the standards of behaviour that are expected of them, and takes responsibility for promoting these standards. We hope that by encouraging positive behaviour patterns we can promote good relationships throughout the school built on trust and understanding, and that through the use of this policy we can support all of our students in developing a high level of social awareness. Our aim is to ensure that all our students leave the school with the key skills they need to continue to progress to the best of their ability in all areas of life.

## **3. Standards of behaviour**

### **School**

The school understands that the first step to modelling good behaviour is to lead by example, which means that all staff, volunteers, and anyone else who comes to the school must act responsibly and professionally, and will never denigrate students or colleagues. We work hard to ensure that discipline is consistent across the school so that behaviour boundaries and sanctions are clear to all and are applied fairly, proportionately, and without discrimination, taking into account SEN needs and disabilities as well as the additional challenges that some vulnerable students may face. Staff are trained to implement behavioural strategies as part of their continual professional development.

Epinay follows a whole school approach to proactively ensure bullying is explored throughout all aspects of the school curriculum in PSHE / assemblies / RSE and Health Education. Staff are trained annually to recognise and challenge bullying and LGBT+ issues including Homophobic Biphobic and Transphobic (HBT).

We work with parents to understand their children and their behaviour and believe that in conjunction with behaviour boundaries and sanctions, good support systems, praise, and rewards for good behaviour are an important part of building an effective learning community. The school will report behaviour, good or bad, to parents regularly. We encourage parents to communicate with the school if they have a concern about their child's behaviour, and we will do as much as is possible to support parents as and when they need it. Parents and

carers are invited to weekly assemblies to share and celebrate in their child's achievements. We promote good behaviour within the school curriculum and reminders of school rules and expected standards of behaviour are up on walls in classrooms and situated around the school.

Staff are a constant presence around the school, in between classes, during breaks in the school day, and at lunch times, to check that students are using the school grounds respectfully and behaving appropriately.

We recognise that where individual pupils are engaging in continuing disruptive behaviour this can be as a result of unmet mental health needs. If such needs are identified, we will do all we can to ensure that the pupil receives appropriate support. We recognise our legal duties under the Equality Act 2010 in respect of students with SEN and/or disabilities. Whilst all students identified with SEN and/or disabilities are covered under this behaviour policy, we recognise that these students often require support which is different from, or in addition to, that required by their peers in order to take full advantage of the educational opportunities available to all students. An individual risk assessment will be used for students whose SEN and/or disabilities cause them to display challenging behaviour. Advice will be sought from external agencies where necessary to assist with putting in place appropriate support strategies, which will be monitored and reviewed. Please read the school's special educational needs policy for more information.

The school will take all reasonable measures to ensure the safety and wellbeing of all students and staff and this includes protection from bullying. We aim to combat bullying and other harmful behaviour using, amongst others, preventative strategies through the active development of pupils' social, emotional and behavioural skills.

School invest in electronic records CPOMS system. All staff are trained in its use. This keeps a log of all communications and incidents so these are tracked and analysed.

## **Students**

The school expects all of its students to show respect to one another, to school staff, and anyone else that they may meet. Incidents of bullying, denigration, or bringing intentional harm to other students or staff will not be tolerated. Pupils are ambassadors to our school even when off school premises, and we expect them to act accordingly. They are expected to obey school rules, listen, follow instructions by staff, and accept and learn from any sanctions that they receive. This extends to any arrangements put in place to support their behaviour. Any time pupils spend outside of lessons will be logged by staff (via the out of class log); this is to ensure that pupils are following their expected timetable and behaving in an appropriate manner.

Under no circumstances will illegal or inappropriate items be brought into school, and all students will respect and look after the school premises and environment. The following behaviour is regarded as unacceptable and will result in disciplinary actions and possibly in exclusion, depending on the circumstances:

- verbal abuse to staff and others
- verbal abuse to pupils including derogatory language
- physical abuse to/attack on staff
- physical abuse to/attack on pupils
- bullying (to the extent not covered above) including prejudice based bullying
- indecent behaviour

- damage to property
- misuse of illegal drugs
- misuse of other substances including “legal highs”
- theft
- serious actual or threatened violence against another pupil or a member of staff
- sexual abuse or assault
- supplying an illegal drug
- carrying an offensive weapon
- arson
- unacceptable behaviour which has previously been reported and for which school sanctions and other interventions have not been successful in modifying the pupil’s behaviour.
- Absconding
- Prejudice based bullying incidents – including those that are HBT

### **Parents**

Parents play a big part in ensuring that their children are responsible for their own behaviour in school. Building school life into a natural routine – ensuring that your child is at school on time, appropriately dressed, rested, and equipped – will encourage your child to adhere to school rules and procedures.

We ask parents to work with the school in support of their child’s learning, which includes informing the school of any special education needs or personal factors such as LGBT+ children that may result in their child displaying unexpected behaviour. We ask that parents be prepared to attend meetings at the school with staff or the head teacher to discuss their child’s behaviour and to adhere to any parenting contracts put in place, and adhering to the behaviour policy.

In the case of exclusions, we ask that parents provide appropriate supervision for their child during the time that they are excluded from school and, if invited, to attend a reintegration interview at the school with their child.

### **4. Approach to Behaviour Management**

All staff offer support to pupils who experience emotional/behavioural difficulties and to their parents. In school our behaviour lead is Assistant Head Teacher, Kate Simpson.

The school believes that the establishment of a good teacher/pupil relationship is central to working effectively with all pupils. Exciting and inspiring teaching which exhibits differentiation, caters for individual pupil’s needs and shows mutual respect and effective classroom management is conducive to building and maintaining good relationships between staff and pupils.

We recognise that as children develop and progress through school so do behaviours. We have therefore developed a four stage behaviour management procedure and incentive system to meet the needs of our children at Epinay.

### **Smiley face system**

In Phase 1 children receive a 'smiley face' as a reward. This is displayed on the wall in the classroom for children to see. Smiley faces can be accumulated during all lessons, break times and pastoral times. Smiley faces are counted at the end of each day and points are recorded for each smiley face the child has been given.

At the end of each week one child per class will be awarded 'Star of the Week'. At the end of each term, children will be rewarded with a class trip. The trip takes place in the final week of term.

### **House system**

For Phases 2 to 5 and SENSES, children become involved in the school house system. We believe our children are Gems and therefore have named our 4 houses:

- Emerald, Sapphire, Diamond, Ruby

Each day, teaching and support staff have the opportunity to award up to 7 house points. These can be given for anything during the school day and informal times including extended schools. Children receive these house points for going above and beyond expectations. Children receive the house points in person for instant gratification and have the responsibility for posting them in the house post box situated within the school hall. They can also hand in to staff who will also ensure this is done.

House points are counted up weekly and results are shared in Friday assemblies. Our house system works from a Friday morning to a Thursday night. On top of being able to gain house points, children can also obtain weekly certificates that are also worth additional points. One certificate is presented to a child in each pastoral group who has worked towards the week's #. We also award a weekly Head Teachers award that contributes further additional points.

All pupils with 100% attendance will gain a certificate at the end of each half term, students with 100%, outstanding and good attendance figures will also receive a postcard home. Students are also in two weekly draws for 2 house points or a chance to win individual prizes, class prizes or a prize for the student council. All pupils with 100% attendance also receive 20 additional house points for the term as well as the weekly chance at celebration assembly. Improvements in attendance are also achieved with postcards for students who show improvement in their attendance.

The house that has the most points at the end of each term is rewarded with a house trip. The trip takes place in the final week of term, we ensure that all children can access the trip so on occasions, one big trip could be 3 smaller trips to different destinations.

As we encourage good behaviour, we also recognise those that have contributed significantly throughout the term but were not in the winning house. A running league table highlights the top 10 students with the most merit marks. We allow the top 5 children to access the end of term school trip. Students in the winning house also must achieve a target amount of points to access the trip.

### **5. School rules**

We will respect the school and each other by:

- Listening and following instructions.

- Keeping hands, feet and objects to ourselves.
- Looking after our school and the equipment.
- Being in class on time and staying until we have permission to leave.
- Speaking appropriately to each other, i.e. no swearing, put downs and bad language.

The following items are not allowed in school under any circumstances:

- Alcohol and drugs including “legal highs”
- E-Cigarettes, Cigarettes, matches, and lighters
- Chewing gum
- Weapons of any kind
- Material that is inappropriate or illegal for children to have; such as racist or pornographic material
- Gambling is not allowed on school property.

### **Drugs**

The school will not tolerate drug use of any sort on school property or during off-site school activities. The school takes its anti-drugs policy very seriously and will discipline any person found to be in possession of drugs. This includes solvents and any other substance that can be misused or harmful. Students may be excluded if they are found to be involved in drug-related incidents. This includes supplying, possessing, or taking drugs.

### **Prescription drugs**

Carrying, supplying or taking prescription drugs illegitimately could result in exclusion.

### **Non-prescription drugs**

Some over-the-counter drugs can be harmful if misused. We advise that students should not carry these in school. If they need medication they should inform a member of staff.

### **Medication**

We are aware that it may be necessary for some students to take medication during the school day. Parents should make the school aware of this in writing as soon as their child starts taking the medication. Further details around medication are set out in the “Supporting children with medical needs” policy.

### **Alcohol**

Consuming, carrying or supplying alcohol is strictly prohibited. Any student involved in any alcohol-related activity may be excluded.

## **5. Bullying**

Epinay Business & Enterprise School wants to make sure that all students feel safe at school, and accepted into our school community which covers age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation. Our ethos is one of inclusion and equality; bullying of any kind is regarded as a serious breach of our behaviour policy and will not be tolerated, whether it is a one-off incident or an ongoing campaign. Please refer to our Anti-Bullying Policy for more details.

Bullying can be verbal or physical, by person or by electronic, on-line or written means and can be directed at both staff and students. The school practices a preventative strategy to reduce the chances of bullying, and our anti-bullying policy is instilled in our curriculum and everything we do at the school. It is made very clear to pupils what is expected of them in terms of respecting their peers, members of the public, and staff, and any intentional breach of this will result in disciplinary action.

If an allegation of bullying does come up, the school will:

- take it seriously
- act as quickly as possible to establish the facts
- record and report the incident;
- provide support and reassurance to the victim
- make it clear to the 'bully' that this behaviour will not be tolerated. If there is a group of people involved, they will be spoken to individually and as a whole group. It is important that children who have harmed another, either physically or emotionally, redress their actions, and the school will make sure that they understand what they have done and the impact of their actions
- ensure that if a sanction is used, it will correlate to the seriousness of the incident and the 'bully' will be told why it is being used
- consider a fixed term exclusion in cases of repeated bullying.

## 6. **Disciplinary sanctions**

Sanctions are given in school when a child chooses not to comply with the school rules. The school is broken into 3 parts:

1. Registration - End of Break time.
2. Start of lesson after break- end of lunch
3. Afternoon lessons - end of school day.

It is thought that each part of the school day is a fresh start. Many children will often move from class to class and be taught by various staff throughout the day.

In Phase 1, children are predominantly taught by the same teacher and follow a smiley/ sad face system. If children's behaviour is seen as inappropriate they are given a sad face, as a warning, which is displayed on the wall. If a child is given 2 sad faces this will result in a 5 minute supervised detention at break time and if a child is given 3 sad faces they will have a 10 minute detention at break time.

Teachers will use their professional judgement when supervising detentions; sometimes it may be appropriate to complete work, other times to discuss their behaviour and be reminded about the school rules. Sad faces will never be carried on to the next day as each new day is a fresh start.

Persistent issues with sad faces and detentions will lead to SLT being informed. This may result in a number of outcomes as outlined below.

In Phases 2 - 4 children will be given a verbal warning if behaviour is not at the expectation we expect at Epinay. If behaviour persists the child will be supervised in detention by the teacher setting the detention. Teachers will use their professional discretion when supervising detention; it may be that on occasions some children will need

to be reminded about school rules while others will need to complete a significant amount of missed work. Moving into another part of the day means a new start, therefore something that someone has had a verbal warning about in lesson 1 will not be carried over break time, and someone that had a verbal warning in lesson 3 will not be carried over after lunch.

Persistent issues with detention will lead to SLT being informed: this may result in one of the following outcomes:  
Pastoral and SLT 1-1 discussion with child.

- Child put on a pastoral report
- Child put on a deputy's head report
- Child put on a Head Teachers Report
- Multi agency meeting with parents and professional.
- Fixed / permanent exclusion.

The process for staff to follow when children and young people are on report is as follows:

Pastoral member of staff completes the form ensuring that they have identified no more than 3 focused behaviours that they are looking to address.

- Pastoral member of staff takes form to Emma Price (Senior Deputy Head Teacher) who agrees timescale and behaviours and signs off.
- Pastoral member of staff discusses with young person and notifies parents.
- Pastoral member of staff keep hold of the form and emails staff the 1-3 behaviours to be aware of and to report back to pastoral teacher when these have been seen.
- Pastoral member of staff keeps form updated with any issues identified
- Pastoral member reports to Kate Simpson on finish date and agrees next action: it ceases, it continues for a longer period, it escalates to a Deputy Heads Report.
- Kate Simpson completes a termly Behaviour report and Headline document for the Head Teacher and Governors.
- Behaviours and incidents are reported on CPOMS.

### **Important Note**

Children and young people are informed throughout the year that they will not access any out of school incentive trips or opportunities if:

- They are on one of the school reports.
- They have been formally excluded in that term
- They have an attendance below 90% (Discretion will be given for medical appointments)

Inappropriate behaviour on a trip outside of school or weekly educational activity will result in a child missing the following week or other weeks depending on the severity of the behaviour.

### **Calming the violent pupil**

At times it must be acknowledged that even with policy and procedures in place for positive reinforcement, including rewards and consequences pupils may become violent. Staff should summon help immediately if required. Where required, individual pupil safety plan exist identifying behaviours, triggers and strategies.



Where pupils present with more extreme behaviours additional staff are deployed.

The understanding, age, physical nature and sex of the pupil are relevant factors – e.g. physical intervention may be brief and effective with younger children, but entirely inappropriate as a way of securing acceptable behaviour from an older, adolescent pupil.

Parents/carers will be closely involved in managing behaviour, particularly with safety plans and reports.

### **Physical intervention**

The following should only be considered when all other forms of positive behaviour management have failed. It should never be used as a substitute for good behaviour management. Staff should not put themselves in the way of predictable danger or intervene if they are at risk of injury themselves, they should contact a member of Senior Leadership Team.

Following CPI training procedures, the following guidance should be followed no matter what the circumstances, although in extreme cases, the sequence of warnings and subsequent action might necessarily be accelerated.

- Decide whether or not it is practicable to take action on your own and assess the possible risk of injury to yourself – e.g. if dealing with a number of pupils or a particularly large or strong individual, summon aid.
- Always explain with an assured, calm voice and non-confrontational manner, precisely what the pupil is doing wrong and identify it as misbehaviour which you are asking him or her to stop.
- Be aware of your own “body language”, moving calmly and confidently, maintaining eye contact. Where possible, find ways to lessen the potential threat of your presence by allowing the pupil space or sitting down yourself.
- Keep talking calmly in the run up to potential incidents and try to suggest ways to avoid conflict, allowing the pupil to “save face”.
- Explain, in clear simple language, the consequences if the misbehaviour does not stop.
- All the time during the incident, try to defuse the situation through your own calm behaviour and rational manner of speech. This will usually de-escalate the situation before extreme action or injury takes place.
- At all times, make it clear that the application of restraint (if used) will cease once the offending behaviour ceases.
- At the earliest moment practicable, allow the pupil to regain composure and resume normal self-control, provided that he or she is no longer a threat to him or herself and others.

Individual safety plans will be carried out where pupils show particularly aggressive and violent behaviour. In extreme cases, the Police will be called.

### **Physical restraint**

Most physical restraint approaches may seem instinctive, but given the volatility of the type of situation where it is necessary, actions should be considered in advance. They include:

- using physical “presence” to block a pupil’s path or to stand between pupils – this action should be taken with care, bearing in mind any risk of injury (use supportive stance);

- ensuring that any physical contact or restraint involves the minimum level of force possible
- hold, push, pull or lead by the hand or arm, all the time exerting as little pressure as is possible and
- show a pupil which direction to move in, in accordance with CPI procedures giving a sense of calm and firmness.

Given the reasonable fears staff have about laying themselves open to further action, it is helpful to specify those actions which constitute a list of “don’ts”. They include:

- pressure on the collar or clothing or around the neck which might prevent breathing
- any twisting of limbs or joints
- holding or pulling hair or ears
- pressing the pupil face down on the ground
- slapping, hitting, punching or kicking the pupil
- touching or holding a pupil in any way which might be considered indecent
- permitting other pupils to assist in restraint.

School staff have a legal power to use force and lawful use of the power will provide a defence to any related criminal prosecution or other legal action.

Suspension should not be an automatic response when a member of staff has been accused of using excessive force. Senior school leaders should support their staff when they use their power.

### **Record keeping and following up incidents**

A Behaviour Incident Report should be completed. This should be given to the Head Teacher as soon as possible. The form is then given to the school office and logged in the pupil incident log book and given a log number. Completed and signed reports are added to CPOMS.

If an incident of HBT and discrimination occurs, staff must also complete a “Prejudice Based” incident form.

An account of the incident should describe what preceded the physical intervention, including details of what was said and done. It should be specific and avoid generalisation.

Steps taken and words said to defuse the incident should be recorded, as well as the order of actions, followed by the precise form of restraint used, and any further reactions. Details of any injury suffered by the pupil, other pupils, member(s) of staff and damage to property should be added. The pupil’s response to attempts to defuse the situation and subsequent restraint should be noted also.

If restraint has been used all staff involved must contribute to and sign the specific incident sheet.

After a “cooling off” period, the pupil’s behaviour will be discussed in the normal way and further action taken as appropriate.

### **Hepatitis B risk**

A risk assessment is carried out where there is an identified risk of Hepatitis B. The Local Authority will then determine whether to offer vaccinations.

### **Searching and confiscation**

Following guidance set out by the Education and Inspections Act 2006, our members of staff are authorised to use confiscation as a disciplinary sanction if it is lawful. This means that staff may confiscate or seize items in the possession of students that are illegal, or banned by the school. It is our first priority to ensure that students are in a safe and secure environment when they are in our care, and any items that may jeopardise the safety of other students or themselves will be taken off students without notice.

A teacher or someone who has lawful control of the child can search a pupil **with their permission** to look for any item that the school's rules say must not be brought into school. The head teacher and other members of staff authorised by them have the power to search a pupil **without the pupil's consent** if they suspect they are in possession of 'prohibited items'. Prohibited items that can be searched for without consent include:

- knives or weapons
- alcohol
- illegal drugs
- "legal highs"
- stolen items
- e-cigarettes, tobacco and cigarette papers
- fireworks
- pornographic images
- articles that have been or could be used to commit an offence or cause harm.

The Education Act 2011 allows for staff seizing an electronic device to examine any data or files on the device if they think there is good reason to do so. These data or files may be erased before returning the item if they believe there is good reason to do this.

Any cigarettes and e-cigarettes confiscated in school will be destroyed.

### **7. Attendance**

Regular attendance at school is required by law, and Epinay Business & Enterprise School takes attendance very seriously. There is a register taken twice daily, and disciplinary action will be taken against any pupils who are discovered to be truanting or are repeatedly late. Parents or carers will be contacted to discuss possible reasons and school support systems that could help. More information can be found in the school's **attendance policy**.

### **8. Uniform and appearance**

Effective teaching and learning needs proper organisation, and this starts with a smart and tidy appearance which helps to instil discipline and pride in appearance in students, and reduces the risk of distraction in lessons. For details, please see uniform policy.

### **9. Complaints**

The school has a standard complaints procedure. We encourage parents to take any complaints or concerns to a staff member or the head teacher, and the school will do everything in its power to help resolve conflict or complaints swiftly and effectively. For details of the full complaints procedure see our **school complaints policy**.

Policy approved by Governors:	February 2024
Date of next review by Governors:	February 2025