:

Contextual Behaviour Policy
September 2026

This policy must be read and understood in conjunction with other relevant documentation, including:

- **DRET Behaviour Policy**
- **Child Protection Policy**
- **Child on Child Abuse Policy**
- **Anti-Bullying Policy**
- **Exclusion Policy**
- **Positive Handling Policy**

The aim of the staff and governors within all of the David Ross Education Trust's (the Trust) academies is to achieve the best possible environment to enable our students to fulfil their potential. We believe every student has equal access to the very best that the trust can offer. We strongly believe that praise, encouragement, high expectations and rewards are important ways of helping to ensure that all students have a real opportunity to do their best.

Behaviour for Learning Policy

The Behaviour for Learning Policy is the responsibility of every member of staff. Staff may not stand outside any system which attempts to discipline or reward students but must be an integral part of it, with the eventual aim of helping all students to:

- exercise self-discipline
- to have proper regard for authority
- to be rewarded for their effort in learning and behaviour.

Every Trust academy has a structure that underpins this policy, with well trained staff in key roles taking responsibility for pastoral care and academic progress of every pupil.

Academic Procedure

The academies within the Trust will adhere to the Trust policy at all times. The Academy Scrutiny Committee, and/or the Senior Leadership Team as appropriate, will define the behaviour policy procedures for the academy.

Accountability

Academy Principals hold delegated responsibility for discharging the sound application of all Trust policies. In accordance with the Trust's terms of reference, the Chief Executive Officer has delegated responsibility for direct line management of Academy Principals and day to day oversight of the Academy Scrutiny Committee of each academy. Academy Principals should inform the CEO of all matters relating to serious breaches of this policy, including any major incident to be addressed under this code of conduct, promptly preferably prior to action being taken insofar as is reasonably practicable.

Policy Status

This policy does not form part of an employee's contract of employment. The Trust may alter or adapt this policy, and any components of it, at any time providing it notifies the Chairs of the Academy Scrutiny Committees.

Aims and Objectives

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school's behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment in which everyone feels happy, safe and secure.

At Endike Academy we have three explicit rules:

- **Be safe**
- **Be respectful**
- **Be responsible**

This policy aims to help pupils grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community. The school expects every member of the school community to behave in a considerate way towards others. We treat all pupils fairly and apply this behaviour policy in a consistent way. The school rewards good behaviour as it believes that this will develop an ethos of kindness and cooperation.

Under the Equality Act 2010 the school has a legal duty to safeguard pupils with Special Educational Needs (SEN). Therefore, staff at Endike Academy adopt a flexible approach to behaviour when addressing unacceptable behaviour and rewarding positive behaviour for pupils with SEND. This flexible approach may involve adaptations to the system. Staff continually review and assess appropriate strategies on a pupil-by-pupil basis in order to safeguard and support pupils.

This policy also outlines the school discipline system. This system is used in response to poor behaviour choices that do not reflect the expectations of the school. This policy is designed to promote good behaviour rather than merely deter poor behaviour.

How the policy operates

We operate a policy which is consistent in all areas of the school at all times of the school day. We use a traffic light system throughout the school.

Pupils respond well to immediate praise, and this is reinforced through recognition of their 'green' behaviours in class and around school.

All staff are consistent and persistent in ensuring pupils understand what green behaviour should look like by using clear and concise language when setting expectations and giving instructions. It is a requirement that the spoken culture is the same across the school – using green behaviour language to set expectations and declarative language to maintain these. Staff will develop positive relationships with pupils, which may include:

1. Greeting pupils in the morning
2. Establishing clear routines
3. Communicating expectations of behaviour in ways other than verbally
4. Highlighting and promoting good behaviour

5. Concluding the day positively and starting the next day afresh
6. Recognising and eliminating low-level disruption.

Pupils can earn rewards as follows:

Dojo points are awarded to pupils for showing expected green behaviours around school. Dojos can accumulate over time in exchange for a reward. **** (see below)***
Proud cloud is awarded to pupils who are demonstrating expected behaviours and go above and beyond will be placed onto the proud cloud in their classroom.
Star of the day is awarded daily in class to one of the pupils who made it on to the 'proud cloud'.
Star of the week is a weekly celebration assembly celebrates one pupil from each class who has produced exceptional work and/or behaviour. For such an occasion, parents are invited. These pupils receive a certificate which they take home to share with their families.

* **Pupils will have the opportunity to visit the Dojo Shop as a year group to spend their Dojos.**

All pupils start their day in green. The school makes sure that the pupils are aware of what green behaviour looks like by having the school behaviour aims displayed around the school. We employ sanctions to ensure a safe and positive learning environment where all can achieve. Each sanction is applied appropriately to individual situations. If pupils' behaviour falls below our expectations, there are different stages with an appropriate response as set out below:

Stage	**Behaviour**	**Action/consequence**
Reminder	Falling below Endike expectations.	Staff member gives pupil a verbal reminder to be in green using the scripted language. "X, to be in green, you need to...., thank you."
1 Refocus	Pupil does not meet behaviour expectations. Low level disruptive behaviour which may include not listening to instructions, calling out, interrupting and making rude noises.	Staff member uses scripted language to advise pupil what they need to do to get back into green. 'X, to be in green you need to..., thank you.' The pupil's name will be moved to stage 1.
2 Reflection	Continued Low level disruptive behaviour	Staff member uses scripted language: 'You are not being (refer to school rules – safe, responsible, respectful) which means you are on Stage 2. 'To get back into green, you need to_____, thank you'. The pupil should be moved back to green as soon as they are showing the expected behaviour. The pupil may be directed to move to a reflection space within the classroom. The pupil's name will be moved to stage 2 Parent will be informed at the end of the day by the class teacher.

3 Redirection	Continued low level and/or disrespectful behaviour which may include - Speaking in a disrespectful way to another child or adult - answering back, walking away from an adult when they are speaking to you. - Hurtful or dangerous behaviour which may include hitting or kicking another child/member of staff, - racist or homophobic name calling; swearing, spitting, - fighting, stealing, threatening or continuing Stage 2 behaviour. - Sexualised behaviour which may include sexualised language or inappropriate touching.	Pupil will be directed to take time out in another classroom to complete their work. This may result in a sanction which may be a loss of breaks/lunches, an after-school detention or an internal suspension. This will be followed by a restorative conversation with the adult/pupil. The pupil may also be placed on report to support their behaviour choices and a safety plan may be created. The pupil's name will be moved to stage 3. This will be logged on Bromcom and parent informed by the adult who issued the stage 3.
4 Referral	Serious/continuous breach of behaviour expectations – this may include anything from the Stage 3 behaviour list which are deemed more serious or ongoing Stage 3 behaviour.	This could result in a fixed term suspension or a permanent exclusion. The principal/vice principal will determine if the behaviour is a Stage 4. The pupil's name will be moved to stage 4 This will be logged on Bromcom and parent informed by principal/vice principal.

The role of the adults

It is the responsibility of every adult in school to uphold and consistently implement this Behaviour Policy throughout the school day. All staff are expected to maintain high expectations of every pupil, apply the school rules fairly and consistently, and model the behaviours they expect to see. Through a relational approach, adults will build positive, respectful relationships while ensuring that behaviour expectations are reinforced with consistency, fairness and respect. This collective commitment ensures that all pupils experience a safe, calm and predictable environment in which they can thrive.

To ensure consistency and aid transition, all adults will adopt the 'Team Stop' method of gaining the children's attention. Pupils follow 1, 2, 3 for transitions around the school:

- 1 sit/wait quietly
- 2 stand up quietly and tuck chair in

- 3 move calmly to line up space

The expectation in class is that all pupils are facing the adult and are sitting 'BBC/TNT' (bottom to back of chair/tummy near table).

The expectation in the dining hall is that pupils use indoor voices, remain seated, and follow the 1, 2, 3.

The role of parents

- Support their child in adhering to the behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

How Endike Academy prevents repeat behaviours

Endike Academy has adopted a range of initial intervention strategies to help pupils manage their behaviour and to reduce the likelihood of suspension and permanent exclusion. This is achieved by helping pupils understand behavioural expectations and by providing support for pupils who struggle to meet those expectations. Meetings will be held with parents to discuss these concerns with the behaviour lead and principal/vice principal. Some pupils will need more support than others and it may be necessary to deliver this support outside of the classroom. SENCo involvement may also be sought along with possible referrals to outside agencies.

All negative behaviours are logged and are reviewed by the behaviour lead and the principal/vice principal at the end of each week.

Flexible consistency

How staff implement this behaviour policy is dependent upon a pupil's needs. Despite the needs of individual pupils, we still maintain the same high standards and expectations for all pupils. If amendments are needed on a regular basis, pupils will have an individual safety plan created.

Reports/Brilliance Blogs

If a pupil is persistently gaining Stage 3 over a sustained period, they may be placed on report in a bid to support their behaviour and/or attitude towards their learning. The pupil's parent will be informed of this, and the process will be explained to them. The pupil will be given a red, amber or green for each period of the day including break time and lunchtime (red for poor attitude and behaviour, amber for some minor disruption in behaviour and attitude and green for the expected behaviour and attitude). Each day, the report will be signed by the class teacher, a member of SLT and taken home to show parents.

After School Detention

After school detentions may be issued following a Stage 3 incident. Pupils will remain in school until 4pm when a parent/carer can collect them. Parents will be informed. This allows pupils to start afresh the following day.

Fixed term suspensions and permanent exclusions

The principal may suspend a pupil for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances, the principal may decide to exclude a pupil permanently. Details can be found in the Exclusion Policy.

Behaviour at lunchtime

Our lunchtime procedure is the same as the classroom management system. When pupils are displaying green behaviour, lunchtime supervisors use the positive language and follow the behaviour stages when necessary.

Restrictive intervention

Staff have a duty of care to all stakeholders and may use reasonable force in school. All staff employed by Endike Academy are authorised to use reasonable force when necessary to keep pupils safe. Staff must ensure that any force is reasonable, proportionate and necessary.

Further information on reasonable force can be found in: Positive Handling Policy, DfE 2016: Behaviour and Discipline in Schools and DFE 2013: Use of Reasonable force.

Monitoring and review

The principal and vice principal will monitor the effectiveness of this policy on a regular basis.

This policy has been reviewed in September 2026 and will be reviewed in September 2027.