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Company Registration Number: 10745840 (England and Wales)

Engage Academy

# Behaviour and Relationships Policy

**March 2023**

ENGAGE ACADEMY

Nurturing inclusive learning communities

ETHOS ACADEMY TRUST

| | | | | | |
|---|---|---|---|---|---|
| 1 | **Summary** | To support the way in which all members of the school can work together in a supportive way and manage behaviour | | | |
| 2 | **Responsible person** | Ryan Taff | | | |
| 3 | **Accountable ELT member** | Alison Ward | | | |
| 4 | **Applies to** | All staff, pupils and parents/carers | | | |
| 5 | **Trustees and/or individuals who have overseen development of this policy** | Learning & Achievement committee | | | |
| 6 | **Headteachers/Service Heads who were consulted and have given approval (if applicable)** | Alison Ward | | | |
| 8 | **Ratifying committee(s) and date of final approval** | Learning and Achievement committee | | | |
| 9 | **Version Number** | 1.7 | | | |
| 10 | **Available on** | **Every** | **Y** | **Trust Website**<br>**Academy Website**<br>**Staff Portal** | **N**<br>**Y**<br>**N** |
| 11 | **Related documents (if applicable)** | • Anti-bullying Policy<br>• Equality Policy<br>• Positive Handling policy<br>• Safeguarding Policy | | | |
| 12 | **Disseminated to** | All staff | | | |
| 13 | **Date of implementation (when shared)** | 28.02.2023 | | | |
| 14 | **Date of next formal review** | 29.02.2024 | | | |
| 15 | **Consulted with Recognised Trade Unions** | Y/N | | | |

| Date | Version | Action | Summary of changes |
|---|---|---|---|
| | | | |

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# 1. Aims

Engage Academy is part of Ethos Academy Trust. Pupils at Engage learn in a calm, safe, and supportive environment, protected from disruption. High expectations for pupils' behaviour and conduct is understood and applied consistently. Proportionate action is taken to demonstrate improvement in behaviour, particularly those with additional needs;

## Ethos Academy Trust Behaviour Principles Statement

Ethos Academy Trust's first priority is the responsibility to safeguard and promote the welfare of all our pupils. As such, the Trust Board is charged with the duty to set the framework of the behaviour/relational policies of each academy by providing a written statement of general principles relating to behaviour and attitude to learning, taking into account the needs of all stakeholders. Please see the Ethos Academy Trust Behaviour Principles Statement (Appendix 1).

### Vision

Our vision at Ethos Academy Trust is to create **nurturing inclusive learning communities.**

### Mission

To enable us to achieve this, our mission is that **Ethos Academy Trust will draw upon the expertise of our specialist staff and wider partners to provide timely, personalised support, intervention and provision in order to maximise the life chances of all children and young people, informed by a thorough understanding of their strengths and needs.**

This policy aims to:

- Provide a **consistent approach** to behaviour management;
- **Define** what we consider to be unacceptable behaviour, including bullying;
- Outline **how pupils are expected to behave;**
- Summarise the **roles and responsibilities** of different people in the academy with regards to behaviour management;
- Outline our system of **rewards and consequences.**

# 2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools;
- Searching, screening and confiscation at school;
- The Equality Act 2010;
- Use of reasonable force in schools;
- Supporting pupils with medical conditions at school .

It is also based on the Special educational needs and disability (SEND) code of practice.

In addition, this 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 pupils;
- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property;
- Schedule 1 of the Education (Independent School Standards) Regulations 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.

This policy complies with our funding agreement and articles of association.

# 3. Roles and responsibilities

## 3.1 The board of trustees

The board of trustees is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).

The board of trustees will also review this behaviour policy in conjunction with the Head Teacher and monitor the policy's effectiveness, holding the Head Teacher to account for its implementation.

## 3.2 The Head Teacher

The Head Teacher is responsible for reviewing this behaviour policy in conjunction with the board of trustees giving due consideration to the academy's statement of behaviour principles (appendix 1). The Head Teacher will also approve this policy.

The Head Teacher will ensure that the academy environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and consequences are applied consistently.

## 3.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently;
- Modelling positive behaviour;
- Updating and implementing strategies in pupil's Support to Self-Regulate Plans;
- Providing a personalised approach to the specific behavioural needs of particular pupils;
- Recording behaviour on CPOMS;
- Communicating with parents/carers
- Understand and implement the six principles of nurture into the management of behaviour (Appendix 1).

The senior leadership team will support staff in responding to behaviour incidents.

### 3.4 Parents

Parents are expected to:

- Support their child in adhering to the parent carer handbook;
- Inform Engage Academy of any changes in circumstances that may affect their child's behaviour;
- Discuss any behavioural concerns with the class teacher promptly.

## 4. Core values and learning expectations

### 4.1 Mission

Nurturing inclusive learning communities: Focused on maximising the life chances of all children, Ethos Academy Trust embraces a forward-thinking and open-minded outlook, informed by a thorough understanding of the strengths and needs of our pupils, parents/carers, local schools and the wider community.

### 4.2 Core Values and Learning Expectations

At Engage Academy there is a whole school commitment to positive behaviour management using a nurture-based approach. There are high expectations and the standard of behaviour exhibited by all children reflects these expectations and the overall success of the policy. We firmly believe that behaviour can change and every child can be successful once they are equipped physically to recognise bodily sensations and feelings.

Engage Academy uses the Ethos Academy Trust Core Values in a transferable way to effectively communicate the information to pupils through 5 learning expectations. Pupils are supported and to understand and model the behaviours as set out below. This is recognised through Class Dojo rewards system (see appendix 5).

It is the duty and responsibility of all adults in the academy to model and reinforce the learning expectations. Every effort is made to highlight the positive aspects of children's behaviour in order to raise self-esteem and understanding in themselves and others. See appendix 4 for learning expectations.

# 5. Attitude for learning

Engage Academy takes a personalised approach to promoting a positive attitude. There is a strong balance between rewards and consequences that are implemented to establish and maintain positive behaviour. All systems require some degree of flexibility to support and meet the needs of individual pupils and circumstances.

As part of pupils induction, staff and pupils discuss expectations, reward systems and consequences. The emphasis of this policy is on positive praise and reward, which should be given wherever possible for demonstrating the learning expectations. Positive support is more likely to change behaviour rather than control and punishment. Positive systems for rewarding good behaviour will increase children's self-esteem and in turn help children achieve.

## 5.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom. Staff encourage and reinforce behaviours that ensure pupils can access the curriculum and engage in learning.

Staff will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Create an environment which encourages pupils to be self-reflective of their own behaviours and the impact on themselves and others
- Give specific and focused praise directly linked to learning expectations
- Model positive social and emotional behaviours
- Provide both explicit and incidental opportunities for embedding a range of strategies to support social and emotional understanding and self-regulation
- Develop positive relationships with pupils, which includes:
    - Greeting pupils in the morning/at the start of lessons;
    - Establishing clear routines;
    - Communicating expectations of behaviour in ways other than verbally;
    - Highlighting and promoting positive behaviour;
    - Concluding the day positively and starting the next day afresh;
    - Taking a personalised approach to managing disruption;
    - Using positive reinforcement; and
    - Communicate regularly with parents and carers.

## 5.2 Interpreting behaviour

Pupils are on roll as a result of challenging behaviour from a previous setting. Engage Academy recognises that all behaviour is a form of communication and is often a result of unidentified educational, health or safeguarding needs.

This may include;

- Verbal or physical aggression

- Verbal or physical threats
- Malicious allegations
- Absconding
- Damage to property

Behaviour will often need to be considered in relation to a pupil's special educational need (SEND) and disability, although it does not always indicate that every incident of misbehaviour will be connected to their SEND.

Children's behaviour forms part of our holistic assessment process to ensure that achievable yet aspirational expectations are set whilst considering risk in a number of areas. These include;

- Attendance;
- Home circumstances;
- Trauma impacting on learning;
- Behavioural incidents;
- Ability to self-regulate;
- Resilience to academic challenge;
- Ability to work positively in a group;
- Ability to form positive relationships; and
- SEMH needs.

*Please see the Engage Academy Teaching, Learning and Feedback policy for more details.*

## 5.3 Responding to Positive Behaviour

There is a whole school commitment to giving praise and celebrating achievement directly linked to the core values.

Rewards

Positive behaviour will be rewarded with:

- Verbal or written praise
- Class Dojo points to spend on rewards for modelling school learning expectations
- Letters, texts, e-mails or phone calls home to parents/carers
- SLT steps to rewards
- Core value post cards
- Positions of responsibility; e.g. School council
- Whole class rewards
- Smiley faces, stickers and stamps;
- Sending good work to other staff members for reward or praise
- Head teacher awards;

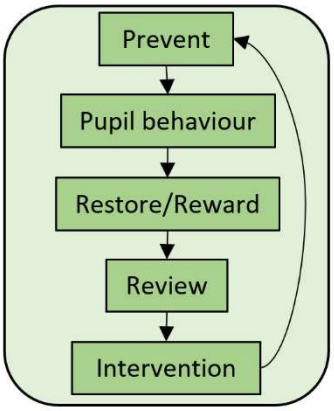
## 5.4 Preventing Challenging Behaviour

Engage Academy operates within a nurture philosophy, combining quality education with personalised social, emotional and mental health support for individual pupils. As part of our nurturing approach we focus on proactive strategies to prevent challenging behaviour through;

- building supportive relationships with parents and carers
- developing effective relationships with pupils
- a carefully planned curriculum involving PSHE and British Values
- personalised expectations with a nurturing approach embedded throughout
- understanding a child's context to inform effective responses and practice including interventions and the use of Boxall Profiling and Support to Self Regulate Plans.
- becoming a responsible citizen within society

Behaviour flowchart

Staff will follow the behaviour flowchart procedure to ensure that incidents are regularly reviewed and will inform further action such as referrals, intervention and updated preventative measures.




Intervention / Pupil support

The academy recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Therefore, our approach to challenging behaviour may be differentiated to cater the needs of the pupil.

All staff will work together to evaluate pupils' behaviour to determine whether they have any underlying needs that are not currently being met. Support and advice will also be sought from external agencies such as educational psychologist, social services, medical practitioners and/or others, to identify or support specific needs. This will then inform further support measures for special educational needs to ensure the correct provision and settings are identified.

## 5.5 Responding to Challenging Behaviour

Restorative Approach

When behaviour goes wrong the consequences should not be punitive but resolution focused. They should help the individual understand the consequences of their actions and build in support mechanisms in order for individuals to modify and improve the pattern of their behaviour.

Staff will deliver a fair and consistent approach to consequences for inappropriate behaviours when pupils are regulated. If a child exhibits undesirable behaviour, staff will use a nurturing and adaptable approach to de-escalate a situation and support a pupil based on their specific

needs/behaviour and circumstances. Explicit teaching of skills may be necessary to enable a different outcome next time.

To support this approach, we use five questions:

1. What happened?
2. What were you feeling or thinking at the time?
3. Who has been affected / how other people felt?
4. What can we do to make things right?
5. What could be done differently next time?

Using this approach, pupils have the opportunity to reflect on what's happened and the impact this may have had on others. They can have the chance to show the person that has been affected by their action by either communicating verbally, written, picture, or an action. (See appendix 3 for details.)

Reminder System

When a more formalised approach is required, the academy implements a reminder system in accordance with the learning expectations. A staff and pupil version is available to ensure that communication is effective and consistent throughout the academy.

*Staff Version*

1. **Reminder 1:** A member of staff will remind a pupil about their behaviour. The staff member will do this by linking the behaviour to one (or more) of the learning expectations. There will be no consequence or further action at this point.
2. **Reminder 2:** A member of staff will again remind a pupil about their behaviour, linked with the learning expectations. A personalised consequence may be highlighted at this point.
3. **Reminder 3:** The pupil is asked to have a time out of class for a set amount of time. When appropriate, a staff member will use a restorative approach. The pupil should be informed that they are to return after the time has elapsed. E.g. 5 minutes out and then return to class.
4. **Reminder 4:** If time in another space is refused or behaviour continues when returning, the pupil will leave the class independently or with support. A staff member will work with the pupil to offer targeted support.

*Pupil Version*

1. **Reminder 1:** A teacher will speak to you about your behaviour.
2. **Reminder 2:** A teacher will give you a second reminder about your behaviour and you will have to complete your work before you can have your play time.
3. **Reminder 3:** A teacher will ask you to have a time out from class. You will be expected to return to class and ready to learn.
4. **Reminder 4:** You will work with a specific staff member for a period of time. This may be away from class.

If dysregulated, staff will make reasonable adjustments to support pupils in learning or returning to a regulated state which is in addition to our quality first teaching offer.

**Dependent on the severity of the incident, classroom staff, teachers will meet with parents/carers supported by SLT as necessary.**

Consequences

Consequences will be personalised to best meet the needs of an individual pupil. A resolution focussed approach will be used to determine any consequence as a result of pupils not following learning expectations. The academy will use one or more of the following consequences in response to unacceptable behaviour:

- A verbal reminder
- Directing the pupil into a space away from the classroom
- Expecting work to be completed at break or lunchtime
- Referring the pupil to a senior member of staff
- Letters or phone calls home to parents
- Agreeing a behaviour contract

## 5.6 Reduced Timetables

There will be occasions in which personalised learning is identified in the form of a reduced timetable (or Part-time timetable (PTT). This may include attendance concerns and significant, challenging or anxious behaviours. The Senior Leadership Team can authorise a PTT providing that there is evidence to suggest that one should be used. A PTT would be a targeted intervention to support a pupil to reengage in school, build relationships with staff and access learning in a positive way.

A PTT is reviewed at regular intervals with parents/carers and external agencies to ensure that pupils are making progress towards a longer duration of accessing learning. Please see Appendix for relevant documentation.

## 5.7 Searching and Confiscation

Staff 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 or any other item that staff may consider a risk to others. The Senior Leadership Team can authorise a search when necessary. The authorised member of staff should always seek the co-operation of the pupil before conducting a search. The staff member will ensure the pupil understands the reason for the search and how it will be conducted.

When conducting any search, a staff member will do so under the observation of another adult as a witness. Where possible, searches will be conducted by an adult that is the same sex as the pupil whilst still in the presence of a witness.

If a pupil will not cooperate, the staff member will assess if reasonable force is required to conduct the search. If so, staff will apply the use of positive handling as outlined in the Positive Handling policy.

Searching and screening pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation (July 2022).

*Prohibited items*

The list of prohibited items is

- Alcohol
- Illegal drugs
- Stolen items
- Knives and weapons
- Lighters
- 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 regulations:
    - tobacco and cigarette papers (including e-cigarettes);
    - fireworks;
    - pornographic images.

Mobile phones are not allowed to be used whilst on the school premises or in the supervision of staff. Mobile phones are handed in at the start of the day and stored until leaving at the end of the day.

## 5.8 Absconding

Absconding is when a pupil goes beyond the boundaries of the school without permission. Many of our pupils have difficulties managing their anxiety, and will often seek to abscond as a result. Other pupils may abscond for other reasons such as seeking attention. In any circumstance, due to the vulnerable nature of our pupils, the absconding policy will be followed by all staff to ensure that pupils are safeguarded at all times. The absconding policy will also be followed if a pupil absconds during on off-site activity/ trip.

When a pupil absconds;

1. Decisions made must be determined by a pupil's needs and emotional state.
2. Where possible, a member of staff will follow the pupil/ pupils, encourage them to initially return back inside the perimeter and thereafter the school building.
3. The Senior Leadership Team must be informed immediately if a pupil absconds. This can be done by contacting the office or using a two way radio. If appropriate, and based on the needs of the pupil(s), further staff members will be allocated to assist with the situation.
4. If a pupil refuses to return to school and there is risk of harm to the pupil, the staff member may use positive handling to safeguard the pupil as outlined in the positive handling policy.
5. If the pupil is missing for 20 minutes without being sighted, or the situation becomes unsafe even with staff present, the police are to be informed.
6. Staff will inform parents/ carers and any relevant agency about the situation and keep them updated.

## 5.9 Serious Incidents

A serious incident is;

- where there is a serious breach or persistent breaches of the school's behaviour policy

or

- where someone is at risk of causing harm to themselves, harm to another person, criminal damage or whole school disruption

If serious incidents occur, they will be dealt with based on the individual needs and circumstances of the pupil(s). All serious incidents will be recorded and actioned. Engage Academy will liaise with external agencies when required to support the managing of these incidents. This includes;

- Online incidents
- Out of school incidents
- Bullying and Child on Child abuse (please see the Anti-bullying policy for further details)
- Malicious allegations (please see the Safeguarding and Child Protection policy for details on managing allegations)

## 5.10 Serious Violence

The Serious Violence Duty requires specified authorities (including Police, Justice, Health, Fire and Rescue, Local Authority) for a local area to work together to prevent and reduce serious violence, including identifying the kinds of serious violence that occur in the area, the causes of that violence, and to prepare and implement a strategy for preventing, and reducing serious violence in the area. Engage Academy will work with external agencies to support children and families of Engage Academy in keeping safe. This may include through the implementation of multi-agency risk assessments to ensure safety for pupils and staff onsite.

## 5.11 Suspensions

All pupils and staff have the right to enjoy a safe and positive learning environment where pupils are encouraged to be self-disciplined and have due regard for authority and each other.

Although all alternatives to suspension will be explored, a fixed term suspension may be issued as a last resort and only issued by the Head Teacher. We will use professional judgement based on the individual circumstances of the case when considering whether to suspend a pupil. Safeguarding and SEMH needs are considered in the use of suspensions. Reasons for suspension can include;

- Intentional physical assault against a pupil or adult
- Use, or threat of use, of an offensive weapon or prohibited item that has been prohibited by a school’s behaviour policy
- Bullying or abuse against protected characteristics

Following a suspension, strategies will be put in place to prevent a reoccurrence of the same incident. A restorative meeting will take place and be recorded on CPOMS.

### 5.12 Positive Handling

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

- Injuring themselves or others.
- Assaulting another child or staff member.
- *Engaging* in deliberate damage or vandalism to property.
- *Engaging* in any behaviour prejudicial to maintaining good order and discipline at the academy or among any of its children, whether that behaviour occurs in a classroom during a teaching session or elsewhere.

De-escalation techniques form a significant part of Team Teach and all strategies should be used to support a pupil in self-regulating. Strategies used will vary depending on individual pupil needs. Staff should adapt accordingly to respond positively to the emotions being displayed by a pupil.

All staff have been trained by Team Teach tutors who are DfE recognised providers. Any physical intervention used by staff should be in accordance with Team Teach guidelines and used only as a last resort once all other strategies have been exhausted and it is reasonable, proportionate, justified and necessary. It is essential that any discussion of physical intervention is set in the wider context of education and behaviour management; it should not be seen as an isolated technique.

**See Positive Handling Policy for further details.**

## 6. Training

Our staff are provided with TeamTeach training as part of their induction process and this is renewed within three years. Behaviour management is also part of staff induction and continuing professional development.

Throughout the academic year, staff will be provided with regular opportunities for training and development through Twilight sessions, staff meetings and INSET days as well as other opportunities determined by SLT or identified in performance and wellbeing meetings.

## 7. Monitoring arrangements

This behaviour policy will be reviewed by the Senior Leadership Team and board of trustees every two years. An internal review will be conducted every term to ensure the policy remains relevant, suitable and appropriate. At each review, the policy will be approved by the Head Teacher.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the board of trustees every two years.

The monitoring of behaviour will take place in the following ways:

- Class Dojo points system will record when learning expectations have been met and when pupils display positive behaviour on a daily basis;
- Behaviour data logs will be recorded on CPOMS to input behaviour information;

- Serious Incidents will be logged on CPOMS.

All data is monitored weekly and half-termly by the Senior Leadership Team. Any trends or patterns in behaviour for groups or individuals are shared with relevant staff and personalised provision may be amended as necessary. A termly report is shared with the board of trustees to ensure behaviour is being monitored and effective strategies are implemented to improve behaviour.

## 8. Pupil induction; Parent / Carer Agreement

Engage Academy works with pupils and parents/carers to establish a positive working relationship and set a foundation for learning. When first attending the academy, all pupils will acknowledge and sign information within the Parent Carer Handbook. All parents will sign the agreement prior to their child's enrolment. One copy will be retained by the parent/carer, another copy in the academy. The agreement will be reviewed and signed. Children can only sign the child's declaration in a parent's presence. The parent and child's copy will be kept on CPOMS in the child's file.

In the handbook, pupils will sign to agree to try to:

- Go to school everyday
- Talk to an adult if they feel upset
- Follow the learning expectations
- Listen to and follow adult instructions
- Complete learning activities

## 9. Sharing of Information

Engage Academy will keep up to date records of a child and ensure that in relation to the policies on safeguarding and child protection that it will, in accordance with guidance on information sharing, follow the correct procedures in the General Data Protection Regulation (GDPR).

## 10. Links with other policies

This behaviour policy is linked to the following policies:

- Anti-bullying Policy
- Equality Policy
- Positive Handling policy
- Safeguarding and Child Protection Policy
- Ethos Academy Trust Behaviour Principles Statement

# Appendix 1: Behaviour Principles

**Ethos Academy Trust Behaviour Principles Statement**

Ethos Academy Trust's first priority is the responsibility to safeguard and promote the welfare of all our pupils. As such, the Trust Board is charged with the duty to set the framework of the behaviour/relational policies of each academy by providing a written statement of general principles relating to behaviour and attitude to learning, taking into account the needs of all stakeholders.

**Vision**
Our vision at Ethos Academy Trust is to create **nurturing inclusive learning communities.**

**Mission**
To enable us to achieve this, our mission is that **Ethos Academy Trust will draw upon the expertise of our specialist staff and wider partners to provide timely, personalised support, intervention and provision in order to maximise the life chances of all children and young people, informed by a thorough understanding of their strengths and needs.**

**Core Values**

- Leading with Integrity
    - Championing honesty and transparency
    - Building trusting relationships
- Thinking innovatively
    - Finding creative solutions
    - Meeting individual need
- Encouraging freedom and responsibility
    - Working collaboratively
    - Investing in effective partnerships
- Celebrating achievement
    - Improving academic progress
    - Enriching personal development
- Improving continuously
    - Raising Standards
    - Developing strong and effective leaders

**Our behaviour culture**
Our behaviour policy and practices are underpinned by relational practice. Relational practice means that relationships are at the heart of our interactions and interventions. The children in our settings often have attachment challenges linked to trauma and Aces with many also having special educational needs including social, emotional and mental health (SEMH) needs. This means that our children often use behaviour as a form of communication. Our approach is to look beyond the behaviour to understand what is being communicated. We know we need to connect before we can put effective support in place.
Behaviour and positive relationships are modelled by all staff; this is a key part of our curriculum and also targeted through personalised interventions.

The Ethos Academy Trust Board believes in high standards of behaviour coupled with high support for pupils which enables

- all pupils to make the best possible progress in all aspects of their educational life;
- all staff to teach, model and promote good learning.

The Trust Board fully supports the rights of all members of our community to work, learn and achieve in a safe, supportive and stimulating environment. All members of our Trust community are fully committed to working together to establish a positive academy ethos and promote effective learning within an environment where all children can feel safe, enjoy and achieve, be healthy, develop resilience and be prepared for the next stage of their educational journey. Behaviour should not jeopardise the health and safety of any member of the school community and all stakeholders are encouraged at all times to be positive role models. Through consistently applying the principles of nurture and trauma informed approaches our pupils are given the strategies to be able to engage fully in learning whilst being supported by staff who are skilled in identifying and addressing all aspects of SEMH.

**The right to feel safe at all times**

**All** staff and pupils have the **right** to:

- feel safe;
- learn;
- be treated with respect;
- work in a positive, welcoming school community;
- be heard.

With rights go responsibilities, which apply to staff and pupils who **all** have a **responsibility** to:

- keep the school a safe place to be;
- allow each other to learn;
- feel physically and emotionally safe;
- treat each other with respect and dignity;
- develop and maintain a positive, welcoming school community;
- co-regulate and communicate needs calmly and safely,
- listen to each other.

**Inclusivity**

Ethos Academy Trust is an inclusive Trust. All members of the Trust's community should be able to work and learn, free from any form of discrimination, harassment or bullying (as laid down in the Equality Act, 2010.) Measures to protect pupils from bullying and discrimination as a result of gender, race, ability, sexual orientation or background are clearly set out and regularly monitored for their effective implementation. Reasonable adjustments are made to day-to-day life, policies and procedures in order to meet individual needs.

**Engaged Community/Parental Involvement**

At Ethos Academy Trust we believe that a positive, supportive relationship between parents/carers/families and professionals and each academy is key to meeting the needs of every child. Regular opportunities to visit school through parent consultation meetings, open days and fundraising events aim to encourage and support parents / carers / families to be actively involved within the academy community.

Parents / carers / families / professionals and pupils will be made aware of the behaviour/relational policy of the academy during the induction process, which may include a 'Home School Agreement'. Parents/carers/ families are contacted on a regular basis, often daily but at least weekly, to share positive news and discuss any concerns. Involvement with parents/carers/families and professionals will be on an individual basis. Parental preference around home/school contact will be discussed at the initial meeting when a child joins Ethos Academy Trust.

**Positive re-enforcement**

The emphasis will be on encouraging positive behaviour and school attendance through:

- high expectations coupled with high support;
- the modelling and teaching of good behaviour, developing pupils' social and emotional skills;
- a focus on learning through an engaging, differentiated curriculum that meets the needs of each learner;
- praise and rewards, catching pupils getting it right.

All members of staff will recognise and celebrate positive behaviour at all times around the academy through informal praise. Children's best efforts for behaviour and learning will be celebrated regularly and success shared with parents/carers and families. The Trust Board recognise that a wide range of rewards are consistently and fairly applied in such a way as to encourage and reinforce good behaviour in the classroom and elsewhere. These are made clear in the Behaviour/Relational Policy (and / or other policies).

**Logical Consequences/ Restorative Culture for unsafe behaviour**

Consequences for unsafe behaviour should be known and understood by all staff and pupils and consistently applied. The range of sanctions should be described in the Behaviour/Relational Policy so that pupils, staff, parents and families can understand how and when these are applied. Consequences, when necessary, will enable the pupil to reflect on, and learn from, their behaviour and to make reparation wherever possible. The focus on positive behaviour, forgiveness and reconciliation will significantly reduce the need for exclusion or suspension. However, when considering appropriate next steps, including consequences the Headteacher must balance the needs of the individual with those of the wider school community and where pupil behaviour places others at risk, the safety of the pupil body as a whole is paramount. The Trust strongly believes that suspensions must be used only as a very last resort.

**Positive Handling**

All our child facing staff across the trust are trained in a positive handling technique called Team Teach. This supports staff with the de-escalation strategies to help regulate pupils. This de-escalation makes up 95% of our work when supporting children that are dysregulated. If a child is posing significant risk of harm to themselves, others, property or whole school disruption then staff may use physical intervention for which they are fully trained. Individual policies will outline the process for Positive Handling, searching, screening and confiscation as outlined in the DFE 2022 Searching, Screening and confiscation at school guidance

**Sharing of Information**

The Trust Board requires the academies to maintain up to date records of pupils and to ensure that, in relation to their policies on Safeguarding and Child Protection, they are GDPR compliant when sharing information. The Trust takes seriously the responsibility to maintain personal records within suitable, safe and secure systems.

**Notes**

1. This Statement has been drawn up in accordance with the Education and Inspections Act, 2006, and DfE: Behaviour and discipline in schools: Advice for Headteachers and school staff (January 2016).
2. The purpose of the Statement is to provide guidance to the Headteachers in drawing up their individual Behaviour/Relational Policies so that they reflect the shared aspirations and beliefs of all stakeholders in Ethos Academy Trust: Trustees, staff, parents / carers/families and pupils, as well as taking full account of law and guidance on behaviour matters. It is intended to help all staff to be aware of and understand the extent of their responsibilities in respect of recognition and reward for good behaviour, discipline and sanctions for unacceptable behaviour and how to use them. Staff should be confident that they will always have the Trustees' support when following this guidance.
3. This is a statement of principles, not practice: it is the responsibility of the Headteacher to draw up the academy's behaviour policy, though the Headteacher must take account of these principles when formulating this policy. The Headteacher should also take account of the guidance in DfE: Behaviour and Discipline in Schools Advice for Headteachers and School Staff (January 2016).
4. With consideration of our duty of care to the pupils, this written statement and the policies that are influenced by it apply to all pupils when in school, when travelling to and from school, when engaged in extra-curricular activities such as educational trips and visits (residential and non-residential) and when being educated as a member of the Ethos Academy Trust community off-site.
5. Each academy's Behaviour/Relational Policy is to be published on the academy's website and distributed to all members of staff.

# Appendix 2: Six Principles of Nurture

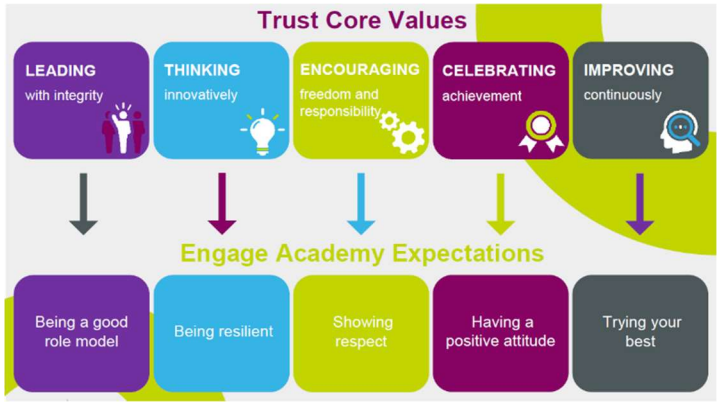
At Engage Academy we work alongside the Six Principles of Nurture.

The Six Principles of Nurture:

- Children's learning is understood developmentally
- The classroom offers a safe place
- The importance of Nurture for the development of wellbeing
- Language is a vital means of communication
- All behaviour is communication something
- The importance of transitions in children's lives

Our nurturing approach helps to understand the needs being signalled by a child's behaviour and enables us to target needs with effective strategies and activities to help them re-engage. When implementing the policy, staff will take into account the six principles of nurture to support a pupils' understanding and learning of positive behaviour

Appendix 3: Restorative Practice

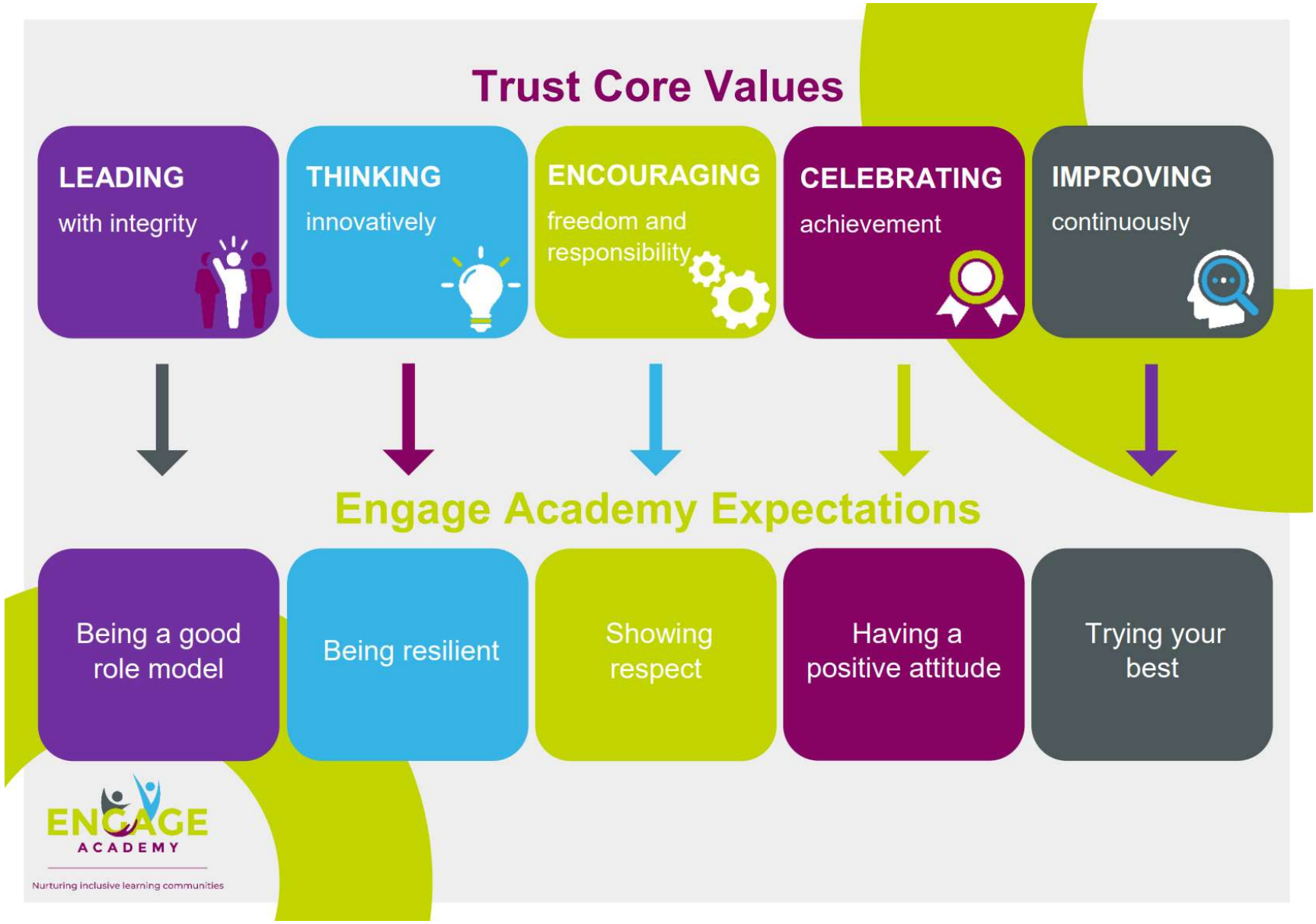



ENGAGE ACADEMY

Nurturing inclusive learning communities

| What happened? | What were you feeling or thinking at the time? | Who has been affected? How did they feel? | What can we do to make things right? | What could be done differently next time? |
|---|---|---|---|---|
| | | | | |

Appendix 4: Learning Expectations



Appendix 5: Class Dojo Rewards

# Dojo Rewards

| | |
|---|---|
| Hot chocolate/milkshake | 100 |
| 5 minutes with Poppy | 200 |
| Take Poppy for a walk around school | 300 |
| Bronze treasure box | 500 |
| 5 minutes extra break with a friend on Friday | 500 |

| | |
|---|---|
| 10 minutes extra golden time on Friday | 800 |
| 10 minutes extra break with a friend on Friday | 800 |
| 15 minutes activity of your choice | 1000 |
| Listen to music in class for 10 minutes whilst working (With headphones) | 1000 |
| Silver treasure box | 1000 |
| 20 minutes forest school Activity | 1500 |

| | |
|---|---|
| Propose/agree a reward with the Head Teacher | 2000 |
| Gold treasure box | 2000 |
| Visit the local park with a staff member for 1 hour | 3000 |
| Drink/ice cream trip | 3000 |
| Go out for lunch (Agree with SLT) | 3500 |
| Cinema or activity trip (Agree with SLT) | 4000 |

ENGAGE ACADEMY

Nurturing inclusive learning communities