

eat.uk.com

@EthosAcadTrust

Company Registration Number: 10745840 (England and Wales)

Engage Academy

Behaviour Policy

February 2022



Nurturing inclusive learning communities



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	1.6			
10	Available on	Every	Y	Trust Website	Y/N
				Academy Website	Y/N
				Staff Portal	Y/N
11	Related documents (if applicable)	<ul style="list-style-type: none"> • Anti-bullying Policy • Equality Policy • Positive Handling policy • Safeguarding Policy 			
12	Disseminated to	All staff			
13	Date of implementation (when shared)				
14	Date of next formal review	28.02.2023			
15	Consulted with Recognised Trade Unions	Y/N			

Date	Version	Action	Summary of changes
19/1/2022	1.4	Review of policy	Review of current policy no changes added to new template
24/3/2022	1.6	Appendix	Added Behaviour Principles Statement

Contents

Section	Description	Page
1.	Aims	4
2.	Legislation and statutory requirements	4
3.	Roles and responsibilities	4
4.	Core values and learning expectations	5
5.	Rewards and consequences	7
6.	Behaviour management	8
7.	Training	12
8.	Monitoring arrangements	12
9.	Parent carer handbook	13
10.	Sharing of information	13
11.	Links with other policies	14

Appendices

Appendix	Description	Page
1.	Behaviour Principles Statement	15
2.	Six principles of nurture	20

1. Aims

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 (Appendix 3);
- Understand and implement the six principles of nurture into the management of behaviour (Appendix 2).

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

Ethos Academy Trust have set out 5 core values across the trust:

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

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.

4.3 Learning Expectations

Engage Academy uses the Ethos Academy Trust Core Values in a transferable way to effectively communicate the information to pupils. This is done through Engage Academy Learning Expectations. We have 5 main learning expectations.

1. Being a good role model
 - a. Demonstrating positive behaviour to others
2. Being Resilient
 - a. Even when we find things difficult we keep trying
3. Showing respect
 - a. Being kind to yourself and others
4. Having a positive attitude
 - a. Be enthusiastic in everything we do

5. Trying your best

- a. Working to complete a task to the greatest of your ability

It is the duty and responsibility of all adults in the academy to model and reinforce these values. 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.

5. Rewards and consequences

The policy promotes positive behaviour and utilises a reward system for demonstrating the learning expectations noted in section 4. Engage Academy represents a foundation to help others model the learning expectations in the academy. 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 the pupil's 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 List of rewards and consequences

All staff will demonstrate, recognise and celebrate positive behaviour during working hours. There is a whole school commitment to praise all achievements – including positive behaviour, politeness, kindness, tolerance, care, respect, resilience, responsibility and understanding - are acknowledged.

Rewards

Positive behaviour will be rewarded with:

- Verbal or written praise
- Class Dojo points to spend on rewards
- Letters, texts, e-mails or phone calls home to parents/carers
- SLT steps to rewards
- Core value post cards

Additional, in class rewards may include:

- Smiley faces, stickers and stamps;
- Sending good work to other staff members for reward or praise;

- Special responsibility jobs;
- Head teacher awards;

Consequences

Consequences will be personalised to best meet the needs of an individual pupil. The academy may 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

5.2 Off-site behaviour

Consequences may be applied where a pupil has behaved inappropriately off-site when representing the academy, such as on an academy trip or on the bus on the way to or from the academy.

6. Behaviour management

6.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display reward information and learning expectations
- Develop a positive relationship 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 good behaviour;
 - Concluding the day positively and starting the next day afresh;
 - Having a plan for dealing with low-level disruption;
 - Using positive reinforcement.

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

Reminder System

The academy implements a reminder system in response to demonstrating learning expectations. The system may require some degree of flexibility to support and meet the needs of individual pupils and circumstances. 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, linked with the learning expectations. 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 and associated completion of work. At this point the pupil will be informed that they will wait (for a select number of minutes) in class before they can have their break. This might be repeated to reinforce the expectation.
3. **Reminder 3:** The pupil is asked to have a time out of class for a set amount of time. 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. This will be monitored/supervised by a staff member.
4. **Reminder 4:** If time in another space is refused or behaviour continues when returning, the pupil will leave the class with or without help. A staff member of the class will deliver an activity to support the return to the classroom in a regulated state. A behaviour log will need to be completed. A follow up discussion will take place to discuss next steps and any work to be completed. This should occur between staff and pupil and be evidenced on the log.

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 away from the classroom with a teacher for a period of time.

The reminder system should be fully implemented before other strategies are considered. Dependent on the scenario, strategies may include:

- Option A: Further 1:1 and nurture activities required with the same staff member in order to be regulated and ready to return to class
- Option B: Further de-escalation and distraction required such as a change of face or space – this may be repeated a couple of times

If option A and B are not successful, SLT should be requested to support the pupil in self-regulating. Possible restorative conversation and work may also be required.

We may use safe spaces away from the classroom in response to serious or persistent breaches of this policy. Safe spaces are available in the academy for a child to be directed/guided to, where they can regulate with/without support if appropriate and necessary.

Behaviour Log: Actions

Staff may make reasonable adjustments to support the pupil in learning or returning to a regulated state in addition to our quality first offer.

A behaviour log should note what is being done to support the pupil in meeting the highlighted learning expectation(s). The following process should be followed when recording a behaviour log.

- **1st log:** Staff member outlines what has happened and what action has taken place.
- **2nd log:** End of day debrief between class teacher and Inclusion Workers (IW's) to review the pupil's information, check Support to Self-Regulate Plan (SSRP) and outline new strategies to try and evidence. There should already be evidence of strategies that have been tried.
- **3rd log:** Senior Inclusion Worker (SIW) or IW to contact home at the end of the day to discuss the concerns and possible strategies to be used.
- **4th log:** Discussion between class teacher and parent/carer to discuss the concerns and strategies going forward. This may be a phone call or a face to face meeting.

6.2 Physical Intervention

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.

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.

It may be necessary for the staff member to guide the child to a quiet safe space in order to try to de-escalate the situation. All staff must understand the importance of responding to the emotions and feelings of the child which lie beneath the behaviours being exhibited. A member of staff who recognises that the behaviour is beginning to escalate towards a point where positive handling may be needed may need to seek assistance from another member of staff and/or use de-escalation strategies to prevent the need for positive handling. Staff should explain to the dysregulated child the reason why they need that level of support to keep them and other children safe in a calm voice. Staff must explain to the child that as soon as he/she is calm the physical handling will stop.

After the incident the child must be given time to calm with a member of staff and if possible repair and rebuild completed with those involved. The parent/carer must be contacted and told about the incident and if appropriate will be asked to come to support their child to regulate.

De-escalation techniques form part of Team Teach and any 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.

Wherever possible, Engage Academy will seek a restorative approach to all incidents. This process does not assign blame but encourages the pupils to look at their own and others behaviours with a view to providing a positive outcome for all involved. A restorative meeting either formal or informal, may then be arranged, at which the pupil is encouraged to think about the and discuss their behaviour.

6.3 Confiscation

Any prohibited items such as drugs or alcohol found in pupils' possession will be confiscated. These items will not be returned to pupils.

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

6.4 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. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The academy's Inclusion Manager and special educational needs co-ordinator will work together to evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs. When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis. Data will be logged and secured on CPOMS.

6.5 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.

A fixed term suspension will only ever be issued as a last resort and only issued by the Head Teacher. This may be an internal or external suspension.

Following a suspension, strategies should be put in place to prevent a reoccurrence of the same incident.

7. Training

Our staff are provided with Team Teach training as part of their induction process. Behaviour management will also form part of continuing professional development.

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

8. Monitoring arrangements

This behaviour policy will be reviewed by the Head Teacher, Inclusion Manager 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;
- Data logs will be recorded on CPOMS to input behaviour information;
- Serious Incidents will be logged on CPOMS.

All data is monitored on a half-termly basis by the Inclusion Manager and SLT. 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 implemented to improve behaviour where needed.

9. Parent Carer Handbook

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.

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*

9.1 Parental Involvement

Engage Academy believes that a positive, supportive relationship between parents/carers and school is key to supporting the needs and behaviours of every child. Parents are contacted on a regular basis to share positive news and discuss any concerns. Involvement with parents will be on an individual basis. Parental preference around home/school contact will be discussed at the initial meeting when a child joins Engage Academy and will be continually reviewed.

9.2 Parent Carer Agreement

This policy will be supported by the Parent Carer Agreement. 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 their parent's presence. The parent and child's copy will be kept on CPOMS in the child's file.

10. 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).

11. Links with other policies

This behaviour policy is linked to the following policies:

- Anti-bullying Policy
- Equality Policy
- Positive Handling policy
- Safeguarding Policy

Appendix 1: **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.**

Principles

Mission

Nurturing inclusive learning communities: Focussed 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. Our Core Values represent the missions of Ethos Academy Trust.

- 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

High standards of behaviour and attendance

The Ethos Academy Trust Board believes that high standards of behaviour and attendance lie at the heart of a successful academy which enables:

- all of its 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 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 and pupils will be made aware of the behaviour expectations 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 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.

Academy Expectations

The Academy Expectations are clearly stated in the Behaviour/Relational Policy. These set out expected standards of behaviour, which are shared with and explained to all pupils. The Trust Board expects these expectations to be consistently applied by all staff.

Rewards

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

- high expectations;
- the modelling of good behaviour;
- a focus on learning;
- praise and rewards.

All members of staff will recognise and celebrate appropriate 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 reward good behaviour in the classroom and elsewhere. These are made clear in the Behaviour/Relational Policy (and / or other policies). Rewards used across the Trust are varied and include:

- Pupil of the week
- Peer-to-peer awards
- Verbal praise

- Written praise
- Rewards assemblies
- Contact with Parents & Carers **and families**, letters / text messages / post cards / phone calls
- Reward points (stickers, stamps, trophies)
- Reward trips
- Displays of work

Sanctions for Unacceptable / Poor Behaviour

Sanctions for unacceptable / poor 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. Sanctions, 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 sanctions, 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 exclusions must be used only as a very last resort.

Positive Handling - (Power to use Reasonable Force and Contact)

Given the overriding need to keep the pupils and staff safe, the Headteacher, or representative(s), will utilise their powers to search or use reasonable force in order to keep individuals from harming, or further harming, themselves or others. **All staff are team teach trained.**

Situations in which reasonable force may be used (including removing disruptive pupils from classrooms or preventing them from leaving) will be included in the policy documentation of the academy. A definition of 'reasonable force' should be included, which should also explain how and when pupils may be restrained. The Trust Board expects appropriate staff to be trained in the use of reasonable force and restraint. "Reasonable Force" should only be used as a last resort once all other strategies have been exhausted and it is reasonable, proportionate, justified and necessary.

Policies should make clear the authority to search pupils for prohibited items and to confiscate where necessary. The Trust Board would expect the Headteacher to inform the relevant authorities when items prohibited by law, weapons, non-prescription drugs etc are brought onto the academy premises.

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

