Evolve Academy

Behaviour Policy

February 2022

EVOLVE ACADEMY

Nurturing inclusive learning communities

ETHOS ACADEMY TRUST

1	Summary	Behaviour Policy		
2	Responsible person	Jessica Foster		
3	Accountable ELT member	Jayne Foster		
4	Applies to	All staff		
5	Trustees and/or individuals who have overseen development of this policy	L & A Committee		
6	Headteachers/Service Heads who were consulted and have given approval (if applicable)	David Kiss		
8	Ratifying committee(s) and date of final approval	L & A Committee 10/02/2022		
9	Version Number	1.1		
10	Available on	Every	Y	Trust Website — N Academy Website — Y Staff Portal — N
11	Related documents (if applicable)			
12	Disseminated to	All staff		
13	Date of implementation (when shared)	10th March 2022		
14	Date of next formal review	February 2023		
15	Consulted with Recognised Trade Unions	N		

Date	Version	Action	Summary of changes
10/02/2022	1.1	New policy for Evolve	

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Introduction

Evolve Academy deals with a wide spectrum of pupils in a variety of contexts. Naturally, the issue of pupil behaviour is central to our school and this document delineates both the philosophy and practice that informs our work. It aims to provide a practical guide for staff in managing behaviour whilst ensuring that practice is

grounded in a philosophy that places the needs of the child at its centre. All staff have been involved in the development of this policy and all staff should be familiar with it.

Evolve Academy is committed to inclusive education and securing the greatest possible access to learning and achievement for pupils with social, emotional and mental health difficulties (SEMH) which may result in behavioural difficulties. Central to our ethos is the belief that pupils' behaviour can be modified, managed and enhanced in order to enable them to engage with the learning process. We believe that pupils can be encouraged and taught to control their behaviour and that staff can influence pupils' behaviour to create environments where learning can take place in a calm, purposeful atmosphere. Our belief that pupils can work towards autonomous control of their behaviour is tempered by our belief that children and young people need guidance and boundaries. The range of provision at Evolve Academy is designed to meet the individual needs of the child as much as is possible. We are convinced that where pupils' needs are adequately catered for, appropriate behaviour is fostered and emotional development is facilitated. This focus on pupils' individual needs encompasses their curriculum needs and differentiation is a keyword in our approach to teaching and learning.

1. **Aims:**

The main aim of Evolve Academy is to work in partnership with schools and parents to achieve positive outcomes for pupils with Social, Emotional and Mental Health (SEMH) difficulties. To achieve this aim staff at Evolve Academy will:

- Provide a positive experience of education for those who have been permanently excluded or are at risk of being permanently excluded from school;

- Promote a safe, healthy, social and emotional learning environment and/or experience for all pupils;

- Offer a curriculum that enables all pupils to engage with and enjoy their learning, make progress and achieve;

- Assist pupils in gaining skills and knowledge to enable them to make positive contributions to society and to prepare pupils for the next step in their economic wellbeing;

- Assess and address SEMH needs in addition to any other SEN that causes a barrier to learning;

- Develop and/or contribute to My Support Plans that identify pupils' needs and subsequent measures to support in order to enable parents, families, schools and other agencies to provide an education that fully supports individual need.

The main vehicle by which we meet these aims is through offering a Nurture based approach. This approach is underpinned by the 6 principles of Nurture:

1. Children's learning is understood developmentally

2. The classroom offers a safe base

3. The importance of nurture for the development of wellbeing

4. Language is a vital means of communication

5. All behaviour is communication

6. The importance of transition in children's lives

Evolve Academy offers a broad and balanced curriculum taking into account the requirements of the National Curriculum. This is supplemented with a focus on the emotional wellbeing of the pupils which we try to support through taking a Person Centred Approach.

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:

- DfE guidance explaining that academies should publish their behaviour policy and anti-bullying   strategy online.

3. Definitions

At Evolve Academy, the learning expectations give protection to core rights and are regularly discussed with students and staff. Expectations are clear, positively phrased, fair, reasonable and unambiguous. When staff are supporting pupils with undesirable behaviour, reference should be made to which learning expectation is not being adhered to. The school expectations have been created in consultation with staff and students.

Learning expectations are defined as:

- Arrive on time and be ready to learn

- Use positive language

- Allow other students to learn

- Show positive effort and attitude

- Complete all tasks to the best of my ability

Non-negotiables are defined as:

- Repeated breaches of the school rules

- Any form of bullying

- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation

- Vandalism

- Theft

- Physical assault

- Smoking

- Racist, sexist, homophobic or discriminatory behaviour

- Possession of any prohibited items:
    - Knives or weapons
    - Alcohol
    - Illegal drugs
    - Stolen items
    - Tobacco and cigarette papers
    - Fireworks
    - Pornographic images
    - Any article a staff member reasonably suspects has been, or is likely to be,
    - used to commit an offence, or to cause personal injury to, or damage to the
    - property of, any person (including the pupil)

4. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying is therefore:

- Deliberately hurtful

- Repeated, often over a period of time

- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our approach to preventing and addressing bullying are set out in the Trusts' Anti -Bullying Policy.

5. Roles and responsibilities

5.1 The Board of Trustees and CEO

The Trust and CEO are responsible for reviewing and approving the written statement of behaviour principles. Ethos Academies Trust will 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.

5.2 The Head Teacher

The Head Teacher is responsible for reviewing this behaviour policy in conjunction with the Trust Board, giving due consideration to the school's statement of behaviour principles. The Head Teacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

5.3 Staff

Staff are responsible for:

• Implementing the behaviour policy consistently

• Modelling positive behaviour

• Providing a personalised approach to the specific behavioural needs of particular pupils

• Recording behaviour incidents

The Senior Leadership Team will support staff in responding to behaviour incidents.

5.4 Parents

Parents are expected to:

• Inform the school of any changes in circumstances that may affect their child's behaviour

• Discuss any behavioural concerns with a key member of staff promptly and attend review/reintegration meetings as required

6. Pupil conduct

At Evolve Academy, we want to ensure that every pupil has a truly successful placement and transition. We offer a rich and varied curriculum that considers the social, emotional and mental health needs of our pupils. We will provide a safe and caring environment where our pupils will be nurtured and encouraged to thrive.

Pupils are expected to:

- Arrive on time and be ready to learn

- Use positive language

- Allow other students to learn

- Show a positive effort and attitude

- Complete all tasks to the best of their ability

7. Uniform

Evolve Academy has a school uniform that all pupils must wear. All pupils will be provided with one Evolve Academy jumper when they start their placement with us. There will be the option to purchase more if required. Parents/carers are responsible for ensuring their child attends each day wearing the following:

➢ School trousers/skirt/shorts

➢ Plain polo shirt or school shirt

➢ Evolve jumper

➢ Suitable shoes/trainers/boots

Pupils will be asked to remove coats upon arrival at school and after break times. Jewellery is limited to ear studs and plain rings with neck chains or bracelets prohibited. No wearing of caps, hats or hoods in school.

8. Rewards and sanctions

A reward is positive feedback given to students. A reward will reinforce, encourage and motivate future positive behaviour in the student.
At all times staff at Evolve academy seek to encourage students. Encouragement includes any action that conveys to the student that staff respect, trust, and believe in his/her value as a person.

8.1 List of rewards and sanctions
Positive behaviour will be rewarded with:

- Praise
- Phone calls home to parents
- Special responsibilities/privileges
- Post cards home

The school may use one or more of the following sanctions in response to unacceptable
behaviour:

- A verbal reminder
- Use of time out
- Expecting work to be completed at home, or at break or lunchtime
- Referring the pupil to a senior member of staff
- Phone calls home to parents
- Agreeing a behaviour contract

We may use one to one interventions or exclusion in response to serious or persistent breaches of this policy.

8.2 Off-site behaviour

Rewards and sanctions will still be applied when representing the school offsite, such as
on a school trip or on the bus on the way to or from school, as appropriate to the situation.

8.3 Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is
shown to have been malicious, the Head Teacher will meet with staff, parents and pupils
involved to consider appropriate sanctions. This will be in conjunction with our
Safeguarding and Allegations of Abuse against Staff policy.
The Head Teacher will also consider the pastoral needs of staff accused of misconduct.

9. Behaviour management

9.1 Classroom management

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

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged;

- Display the student learning expectations in classrooms;

- Develop a positive relationship with pupils, which may include:

  - 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/ set language scripts

9.2 Physical restraint

In some circumstances, staff may use physical intervention to prevent pupils from:

- Causing disorder

- Hurting themselves or others

- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort when all other de-escalation strategies have been exhausted**

- Be applied using the minimum amount of force and for the minimum amount of time possible

- Be used in a way that maintains the safety and dignity of all concerned

- Never be used as a form of punishment

- Be recorded and reported to parents/carers in the bound and numbered book

- Follow Team Teach techniques as per Team Teach training received by all staff

- Please refer to the Ethos Academy Trusts' Physical Intervention Policy for more further information.

9.3 Confiscation

Any prohibited items (listed in section 3) found in pupils' possession will be confiscated. These items will not be returned to pupils. We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

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

9.4 Pupil support

The school 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 is differentiated to cater to the needs of the pupil.

The school's Special Educational Needs Co-ordinator will work alongside colleagues to initiate external assessments where needed for pupils exhibiting high levels of challenging behaviour. 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 in line with our SEN policy and practice.

9.5 Absconding

To abscond is to leave site without permission. If a pupil leaves site without permission, the Trust's absconding procedures must be adhered to (see Appendix 1). Any incidents of absconding must be recorded on SchoolPod as soon as possible after the incident.

10. Pupil transition

Pupil transition upon start of their placement will be supported using the guidance in this policy. At Evolve Academy, staff understand the importance of transition and provide personalised interventions to support transition at the beginning and end of their placement. Reasonable adjustments are made for pupils experiencing a period of transition and strategies that work well to support positive behaviour are shared with a pupil's receiving school through their re-integration support plan, My Support Plan/ EHCP (if applicable) and exit report.

11. Training

Our staff are provided with training on managing behaviour, including the use of TeamTeach, as part of their induction process.
Behaviour management will also form part of continuing professional development.

12. Monitoring arrangements

This behaviour policy will be reviewed by the Head Teacher and the Board of Trustees every 2 years. The written statement of behaviour principles will be reviewed by SLT on an annual basis.

13. Links with other policies

This behaviour policy is linked to the following policies:

- Safeguarding policy

- Anti-bullying policy

- Behaviour Principles

- Positive Handling Policy

Appendix 1 - Absconding Form

When a pupil leaves site without permission the following procedures must be followed:

Actions needed: **NB-staff to work in conjunction with each other to complete**	Notes
Alert SLT and admin staff that a pupil has left school site	
If possible, member of staff to follow/keep pupil in sight but don't put yourself or others at risk by pursuing. Staff to be aware of the	

risks associated with following, including the pupil potentially moving quickly/dangerously near traffic. Member of staff to keep in contact with SLT/office staff via walkie talkie/mobile phone.	
Gather information and report to SLT, re The Why? When? How? Etc and any known places they may abscond to.	
Designated staff, wherever possible, to make first contact with parent/carer giving basic details and promissory of follow up actions and further contact.	
An assessment needs to be made as quickly as possible regarding the degree of risk that the individual pupil might face in trying to "reach" home. Consider vulnerability/CP issues/"in care"/age of pupil.	
If pupils are out of sight of following adult, police to be contacted by member of SLT. Police to have out of school hours contact details for member of SLT.	
If pupil returns to site, SLT to make decision with regards to the next course of action. Parents and police (if involved) to be contacted.	
If pupil travels home, SLT to arrange a review meeting with pupil, parents and mainstream school (if appropriate).	
Incident to be recorded on Schoolpod as a "Serious Incident" as soon as possible after incident	

and updated with further actions/outcomes as necessary.	