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Company Registration Number: 10745840 (England and Wales)

Evolve Academy

# Behaviour/ Relational Policy

## March 2023



Nurturing inclusive learning communities



<b>1</b>	<b>Summary</b>	Behaviour/ Relational Policy								
<b>2</b>	<b>Responsible person</b>	Nigel Hall								
<b>3</b>	<b>Accountable ELT member</b>	David Kiss (Evolve Headteacher)								
<b>4</b>	<b>Applies to</b>	All staff								
<b>5</b>	<b>Trustees and/or individuals who have overseen development of this policy</b>	L & A Committee								
<b>6</b>	<b>Headteachers/Service Heads who were consulted and have given approval (if applicable)</b>	David Kiss								
<b>8</b>	<b>Ratifying committee(s) and date of final approval</b>	L & A Committee								
<b>9</b>	<b>Version Number</b>	1.3								
<b>10</b>	<b>Available on</b>	<b>Every</b>		<table border="1"> <tr> <td><b>Trust Website</b></td> <td><b>N</b></td> </tr> <tr> <td><b>Academy Website</b></td> <td><b>Y</b></td> </tr> <tr> <td><b>Staff Portal</b></td> <td><b>N</b></td> </tr> </table>	<b>Trust Website</b>	<b>N</b>	<b>Academy Website</b>	<b>Y</b>	<b>Staff Portal</b>	<b>N</b>
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<b>Staff Portal</b>	<b>N</b>									
<b>11</b>	<b>Related documents (if applicable)</b>									
<b>12</b>	<b>Disseminated to</b>	All staff								
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<b>14</b>	<b>Date of next formal review</b>	March 2024								
<b>15</b>	<b>Consulted with Recognised Trade Unions</b>	<b>N</b>								

<b>Date</b>	<b>Version</b>	<b>Action</b>	<b>Summary of changes</b>
10/02/2022	1.1	New policy for Evolve	
01/01/2023	1.2	Review and modification	Added sections on personalized approach to learning. Added section on use of calming rooms Added appendices on academy expectations/ non negotiables/ staged responses/ students on roof/ absconding/ Radio scripts
1/03/2023	1.3	Added Behaviour Principles	

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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). Central to our ethos is the belief that behaviour is a form of communication.

We aim to provide a safe, calm and predictable environment, explicitly founded on nurture and attachment principles, that promotes security and safety through consistent clear and calm routines and boundaries.

At Evolve Academy we believe that pupils can be encouraged, supported and taught positive behaviour principles by staff modelling unconditional positive regard whilst acknowledging and addressing inappropriate behaviours. This approach can influence pupils' behaviour to create environments where learning can take place in a safe, calm and 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, with quality first teaching and differentiation the keywords 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.

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## 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 (appendix A)** are defined as:

- Arrive on time
- Be kind and respectful to everyone
- Support each other in our learning and progress
- Communicate our needs and feelings calmly and safely
- Engage in all learning, be resilient and aim high

**Non-negotiables (appendix B)** 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
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- 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)

**Appendix C staged responses**

## 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
<b>Emotional</b>	Being unfriendly, excluding, tormenting
<b>Physical</b>	Hitting, kicking, pushing, taking another’s belongings, any use of violence

<b>Racial</b>	Racial taunts, graffiti, gestures
<b>Sexual</b>	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
<b>Direct or indirect verbal</b>	Name-calling, sarcasm, spreading rumours, teasing
<b>Cyber-bullying</b>	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 and Acceptable use of ICT Policy.

## 4. Personalised Approaches to Learning

In order to ensure that the behavioural needs of all students are met, all students have:

- an individual risk assessment/ behaviour plan (Provision Map) – to define specific risks potentially posed by students' behaviour and identify how those risks can be mitigated.

At Evolve Academy all teaching and non-teaching staff have responsibility for the care of pupils who are struggling to access learning. We recognise however, that at certain stages in a child or young person's school life they may struggle to access the typical provision offered by Evolve Academy as a result of their Social, Emotional and Mental Health needs. Even when the curriculum is reasonably adapted in line with best teaching and learning practice and the young person is appropriately supported within our usual systems, there are occasions when they will still struggle to access full time education. In these instances, the Head teacher may consider that a personalised timetable is an appropriate means of supporting the young person up until the point when they are better able to access full time education.

Examples of when this is appropriate may include:

- At transition points – into or between settings
- When the child or young person has repeated or prolonged episodes of crisis when in the Academy
- When a risk assessment shows that their behaviour poses a significant health and safety risk to themselves, other students or staff which cannot be reasonably managed within the usual Academy day
- When their behaviour causes repeated and significant disruption to the education of other



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students at Evolve Academy

If the Headteacher considers a personalised timetable is appropriate, a clear plan for this should be completed. This plan and the reasons for it, will be communicated to parents and carers along with the arrangements for its regular review. The aim of a personalised timetable will always be to support the young person so that they can return to full time education as soon as possible. The duration will however, depend on the needs of the individual.

## **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
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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. We feel that promoting behaviour that leads to rewards are more likely to be repeated. All staff are actively encouraged to reward positive behaviour, positive achievements and successes both in and out of school are celebrated and shared with parents/carers and peers. At all times staff at Evolve academy seek to encourage students.

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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

The types of rewards used across the school are varied and reflect the individual nature of class groups and pupils.

Positive behaviour will be rewarded with:

- Smiles/ positive eye contact/ gestures
- Targeted praise statements to the pupil or group of pupils
- Peer group praise, both spontaneous and planned
- Direct positive praise with home
- Reward trips
- Special responsibilities/privileges
- Sharing good work and behaviour with peers/adults/senior staff
- Written feedback/ comments on work/ in books
- Recognition and celebration of learning and behaviour in assembly
- Stickers and stamps
- Positive postcards (linked to EAT principles)
- Formal awards presented in assemblies (exam certificates)

## 9. Restorative approaches to addressing and changing behaviour

At Evolve Academy, staff intervention over the correction of behaviour is clearly based on pupils' level of development, their needs and circumstances. Subsequently, any "consequences" to address unwanted behaviours are designed as restorative learning opportunities, in which the impact of the behaviour can be highlighted and addressed to ensure a positive outcome and a reduction in the recurrence of those behaviours over time.

The types of "consequences" used across Evolve Academy reflect the individual nature of class groups and pupils. Informal consequences may include:

- Use of planned ignoring, where possible;
  - Facial expression of disapproval;
  - Reminders of positive expectations;
  - Verbal warnings and reprimands;
  - Loss of privileges or rewards;
  - Restorative conversations and discussions, acceptable behaviour contract;
  - Temporary withdrawal from the learning environment
  - Pupils remove themselves from a situation which causes anxiety or distress to a location
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where they can be supported, continually observed until they are ready to resume their usual activities. This “time out” could be time in a quiet area of the classroom, the playground, around the school site, or in the designated “Quiet Room”.

- Formal consequences are implemented following due consideration of any incident and the pupil’s age and needs:
- Detention: following consultation with parents/carers, pupils may be detained for up to a period of 30 minutes after school;
- Restorative Twilights: following consultation with parents/carers, pupils may be brought back to school after normal school hours for an agreed period of time at a later date;

Rooms available for reflection include; ‘reflection room, intervention room, library, SIW room, Safeguarding office, Meeting room’

Following consultation with parents/ carers we may use one to one interventions or suspension in response to serious or persistent breaches of this policy.

## **10. 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 (See educational visits policy for pupils off site visits risk assessment).

## **11. 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 policies.

The Head Teacher will also consider the pastoral needs of staff accused of misconduct.

## **12. Behaviour management**

### **12.1 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;
  - Display the staged responses in their classrooms;
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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

### 13. 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 (on school pod) and reported to parents/carers
- 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. (Support and guidance can be sought from the team teach instructors on the staff team)
- Team teach instructors and SLT monitor practice and implement refresher CPD as necessary

### 14. 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.

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

## 15. 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 Coordinator 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.

## 16. Absconding

To abscond is to leave site without permission. If a pupil leaves site without permission, the school's absconding procedures must be adhered to (Appendix F). Any incidents of absconding must be recorded on the school MIS as soon as possible after the incident, and added to the students risk assessment.

## 17. 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.

## 18. Training

The staff team 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.

## 19. Monitoring arrangements

This behaviour policy will be reviewed by the Head Teacher and the Board of Trustees annually.

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## 20. Links with other policies

This behaviour policy is linked to the following policies:

- Safeguarding policy
  - Anti-bullying policy
  - Behaviour Principles
  - Positive Handling Policy
  - Educational visits policy
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# Appendix A

Evolve Academy

## Our High Expectations

Arrive on time

Be kind and respectful to everyone

Support each other in our learning and progress

Communicate our needs and feelings calmly and safely

Engage in all learning, be resilient and aim high!

### Step 1

You will be calmly and respectfully reminded of our high expectations.



### Step 2

You will be given a second reminder about our high expectations.



### Step 3

You will be supported in a break outside of the classroom. We will co-regulate. When you are ready you will be welcomed back to class.



### Step 4

A member of SLT will come to discuss how we can support you to engage positively in your learning after co-regulation takes place. This will be recorded on your daily log.



# Appendix B

Evolve Academy

## Non-negotiables

All students and staff have the right to enjoy a safe and positive learning environment where students are encouraged to be self-disciplined and have due regard for authority and each other. Internal or external exclusions will be considered for the following negative behaviours.

Being in possession of or use of illegal drugs or weapons

Verbal and threatening behaviour against a pupil

Deliberate damage to property

Physical assault against a pupil

Any other behaviour deemed by the Head teacher to be a risk to themselves or others

Persistent bullying

Verbal and threatening behaviour against an adult

Physical assault against an adult

Theft



Nurturing Inclusive Learning Communities

Evolve Academy

## Incident logs in a week

### Log completed

Session(s) of work spent with SIW or IW. Restorative work completed where required.



### 2nd log completed

Parental meeting arranged with Lead teacher or SIW. Restorative work completed where required.



### 3rd log completed

Meeting with SLT to discuss next steps. Restorative work done completed required.



### 4th log completed

Parental meetings arranged followed by a period of time taught away from the school setting.



Nurturing Inclusive Learning Communities

Incidents around the academy of verbal abuse, dangerous behaviour, truancy or smoking will be logged by the staff member dealing with the issue.

## Appendix C (in the process of being re branded)

Behaviour	Consequences	Persistent
Damage equipment / Property	Restorative session Bill home Internal suspension Clean up building/ jobs 'community service'	Police referral Individual behaviour contract/plan
Bullying	Intervention session (Education) Meeting with parents	Referral- Agency Individual behaviour contract/plan
Assault (Not in RPI, known crisis) - Spitting, pushing, punching, kicking	Suspension- Reintegration planned Restorative Updated risk assessment and planned intervention for triggers	Police referral Individual behaviour contract/plan Personalisation of timetable
Assault in crisis or RPI	Post regulation hold debrief Review behaviour plan and techniques Review triggers and point at which intervene	Support from Team Teach trainers Individual behaviour contract/plan
Hate crime	Log 101 police Planned interventions (education) Restorative Personalised PHSCE lessons Phone call home	Referral- Agency Individual behaviour contract/plan
Climbing (risky behaviours)	Reflection/Intervention session Updated risk assessment- Limit access/movement	Internal suspension Individual behaviour contract/plan
Kicking doors	Updating risk assessment Limiting movement around the building Time out to regulate	Individual behaviour contract/plan
Verbal threats	Time out to regulate	Individual behaviour contract/plan
Absconding	Contact parents 101 (If appropriate) Updating risk assessment - keeping inside (e.g., breaks) Reflection key worker session later date	Individual behaviour contract/plan Personalisation of timetable
Smoking/ Vaping	Items removed (searching, screening confiscation) Discussion with parents Updating risk assessment with	Internal suspension Referral to services
Stealing fobs/ whole school disruption	Time out to regulate Updating risk assessment - communication to all staff on risk	Individual behaviour contract/plan

## Appendices D

### Guidance: Dealing with students who climb within school time

If a student climbs onto roofs, up fences, trees or onto other objects. Where a student is a known "climber", this will be identified clearly in their Individual Risk Assessment/ Behaviour Plan. The Academy takes steps to ensure that buildings and areas of the school have appropriate measures in place to prevent climbing, such as barriers and anti-climb fences/ paint. However, these cannot be relied upon wholly to prevent climbing and staff should therefore be aware that this behaviour has clear risks and should act to prevent climbing.

This can be done by:

- Increased vigilance, where the child is a known "climber"
- Appropriate supervision of areas where students are known to climb
- Appropriate physical intervention by staff using Team Teach techniques

Despite these measures, occasionally, some students may climb onto roofs, trees or other high places. When this happens the following guidance should be followed:

- No attempt to follow the child by climbing should be made – this is likely to cause greater risk to the child, who will usually attempt to get further away, and to the staff member
- Staff should not attempt to pull down climbing students as this increases the risk of falling
- Staff should, wherever possible, keep the child in view
- Staff should talk calmly to the child and express concern for their safety and encourage the child to climb down
- A member of the leadership team should be informed
- The member of staff who has the best relationship with the child should be summoned to talk to the child
- Staff and students not required to be involved in the incident should leave the area to remove the audience a child may be seeking
- Dialogue from staff should focus on concern for the child's safety – e.g. "I'm really worried you might hurt yourself, climb down carefully please"
- Staff should avoid threats of punishment that may dissuade the child to climb down – e.g. "When you come down, you'll be in trouble"
- If the student has climbed onto a building other than the Academy building, the occupants of that building should be informed
- Calling the emergency services such as the Fire Brigade or Police may worsen the situation by making the child anxious or want to get away. This should therefore be avoided unless the child is trapped, stuck, can't get down, is in obvious and immediate danger or is causing a danger to

others e.g. throwing objects

- Observation and dialogue should continue and focus on keeping the child safe – pointing out dangers such as skylights that a child may fall over or through.
- Staff talking to the child should maintain a clear, assertive and caring tone
- Observation of the child should continue until the child climbs down

Experience has shown that in almost every case, children will climb down safely on their own once the audience has been removed and a calm approach to their behaviour is presented by staff. After the incident when the child has climbed down it is essential that a restorative conversation takes place that explores:

- What happened
- Who was affected / upset / distressed by it and why
- What can be done to put this right

After the event a debrief of staff should focus on:

- How the child managed to climb
- Where they climbed and how this area could be better protected
- How supervision could be used to prevent a reoccurrence
- How the child's Personal Handling Plan / Behaviour Plan could be amended to prevent this happening again.

Parents should be informed of the incident. It is important therefore that we identify opportunities for discussions about risk taking behaviour outside school within our curriculum so that this issue can be addressed directly. Opportunities for this may arise in PHSE, form time or when topical news items carry relevant stories. In these sessions, students should be made aware of the risks and dangers of climbing on buildings outside school. Emphasis should be placed on concern for their safety and the effect accidents can have on friends and family.

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# Appendix E

## Pupils who Abscond

The purpose of this policy is to set out clearly for all stakeholders, the process that will take place should a child abscond from the Academy.

### **Definition: To abscond is to 'leave without permission'.**

Under Section 3 of the Health and Safety at Work Act, 1974 and in Common Law, schools and other education settings owe a duty of care towards their pupils. This duty of care requires that all reasonable steps are taken to ensure that pupils are safe and remain within the care of the Academy at all times throughout the Academy day and during Academy led activities.

### **Where a pupil, present at registration, is found to be absent from the Academy without authorisation the following procedures should be followed: Where it is unclear where the child/student is:**

- Member of staff to inform Headteacher or member of SLT, and the Academy admin office.
- Head Teacher or member of SLT organises search of buildings and known places that the pupil may have gone to. Check CCTV for last known sighting.
- If the pupil is not found then all available staff to complete a more thorough sweep of the Academy and check the perimeter of the grounds.
- Academy office to phone the police when area has been fully checked if the child is not found.
- Academy office to contact parents/carers and inform them of the situation.
- Consideration will be given to whether the search should be extended beyond the Academy's perimeter. This decision will be based on staff's knowledge of the child and on the levels of risk, and on what action is in the child's best interests.
- Any staff who leave Academy grounds to take mobile phone to contact Academy.
- Once a pupil has been found then the lead SLT member will use their professional judgement to outline the response towards the pupil and the support the pupil will need in the future.
- A written report will be filed using the Academy's behaviour recording system (school pod).
- Member of SLT to brief police (if they have been contacted) and parents.

### **Where a pupil attempts or is seen to be leaving the Academy premises without authorisation the following procedures should be followed:**

- Staff must follow the student to the perimeter fence or gate and must try to persuade the student to stay in the Academy.
  - If a student is deemed to be a high risk to himself or other people then staff should adhere to the
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positive handling policy, and individual student risk assessment with reference to holding the student, if appropriate.

At all times staff must be aware that active pursuit may encourage the student to leave the immediate vicinity of the Academy and may also cause the pupil to panic, possibly putting him or herself at risk by running onto a busy road, for example.

- If the student has left the immediate vicinity of the Academy the Academy office, the Head Teacher or SLT members must be contacted immediately and the lead person will direct the course of action.
- Staff will follow the student at a safe distance if in view staff will report back to school if the student goes past St Georges church heading to Broadway.
- The SLT lead may direct additional staff to join the search in a vehicle, taking a mobile phone to contact Academy.
- The SLT lead will ensure contact is made with the student's parents/carers. If the searching staff lose sight of the student they must contact the Academy office giving details of their location and the clothes which the student is wearing. The SLT lead will then ensure that Police are notified.
- If the pupil(s) has left the immediate vicinity of the Academy grounds and is no longer visible then the SLT will make a decision as to how to take matters further which will take into account the age of the student, the prevailing weather conditions, the nature of the incident which led to the pupil absconding, the pupil's previous history of being involved in episodes of absconding and their outcomes.
- If the student returns of their own volition, parents/carers and the police will be informed as soon as possible.
- Upon his or her return to Academy, and when the student is calm, the student must be seen by the SLT so that the reasons for absconding may be discussed in detail.
- At this point a decision will be made as to the appropriateness of further actions.
- A written report will be filed on the incident using the Academy's behaviour reporting system.

Where a pupil absconds during an educational visit;

- Where a pupil is a known risk of absconding, this must be indicated within the risk assessment for the educational visit and reference to this policy made as a means to managing the risk
  - Where ever safe to do so, staff should attempt to calmly follow the students and engage them in conversation in order for them to return to the group
  - Staff will follow the student at a safe distance if in view
  - Staff should only leave other students to follow one who is absconding if there is sufficient staff to safely supervise those left behind
  - Staff following should take a mobile phone with them
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- Staff must be aware that active pursuit may encourage the student to leave the immediate vicinity of the group and may also cause the pupil to panic, possibly putting him or herself at risk by running onto a busy road, for example.
  - Where an absconding student has been lost from sight, the Academy should be contacted by the group leader immediately
  - The Academy will inform Parents
  - The designated contact at school (usually the office manager) will contact the police to inform them.
  - The group leader should liaise with the school contact at fifteen-minute intervals or immediately in the case of either losing contact with the student or the return of the student
  - If the student returns of their own volition, parents/carers and the police will be informed as soon as possible.
  - Upon his or her return to Academy, and when the student is calm, the student must be seen by key staff so that the reasons for absconding may be discussed in detail
  - At this point a decision will be made as to the appropriateness of further actions
  - A written report will be filed on the incident using the Academy's behaviour reporting system
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# Appendix F

## Absconding Form tick sheet

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

<b>Actions needed: NB-staff to work in conjunction with each other to complete</b>	<b>Notes</b>
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.	



<p>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.</p>	
<p>If pupil travels home, SLT to arrange a review meeting with pupil, parents and mainstream school (if appropriate).</p>	
<p>Incident to be recorded on Schoolpod as a "Serious Incident" as soon as possible after incident and updated with further actions/outcomes as necessary.</p>	

# Appendix G

## 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 cultures

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

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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

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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.

