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# Reach Academy Behaviour and Relational Policy 28th February 2023



Nurturing inclusive learning communities



<b>1</b>	<b>Summary</b>	Behaviour and Relational Policy			
<b>2</b>	<b>Responsible person</b>	Mrs Hannah Lord			
<b>3</b>	<b>Accountable ELT member</b>	CEO			
<b>4</b>	<b>Applies to</b>	All Staff, All pupils			
<b>5</b>	<b>Trustees and/or individuals who have overseen development of this policy</b>	Learning and Achievement Committee			
<b>6</b>	<b>Headteachers/Service Heads who were consulted and have given approval (if applicable)</b>	Mrs Hannah Lord			
<b>7</b>	<b>Equality impact analysis completed</b>	Policy Screened	Y	Template completed	Y
<b>8</b>	<b>Ratifying committee(s) and date of final approval</b>				
<b>9</b>	<b>Version</b>	1.1			
<b>10</b>	<b>Available on</b>	Every	Y/N	Trust Website	Y/N
				Academy Website	Y/N
				Staff Portal	Y/N
<b>11</b>	<b>Related documents (if applicable)</b>	NA			
<b>12</b>	<b>Disseminated to</b>	All directly employed Reach staff			
<b>13</b>	<b>Date of implementation (when shared)</b>				
<b>14</b>	<b>Date of next formal review</b>				
<b>15</b>	<b>Consulted with Recognised Trade Unions</b>	NA			
<b>16</b>	<b>Adopted by Ethos Academy Trust following consultation</b>	NA			

Date	Version	Action	Summary of changes
28/2/2022	1.0	Major policy revision	Re-write of behaviour policy
07/07/2022	1.1	Amendment to title	Title amended to behaviour and relational policy
14/12/22	1.2	Minor changes	<p>Addition of subject, P5</p> <p>Peer on Peer changed to child on child</p> <p>Schoolpod changed to CPOMS, throughout</p> <p>Reward and sanction changed to reward and consequence</p> <p>Recording of positive handling now logged on CPOMS</p> <p>Information added around rewards and Classcharts P9</p> <p>Addition of timescale for pupil transition, P12</p> <p>Addition of part-time timetables P12</p> <p>Removal of incident logs in a week, non-negotiables and rewards P 15-16</p> <p>Removal of Covid appendix P22-24</p>

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## Introduction

Reach Academy educates and supports pupils with a wide spectrum of need in a variety of contexts. Social, Emotional and Mental Health (SEMH) needs are central to this relational policy and the nurture approach used across school. This document outlines both the philosophy and practice that informs our work. It aims to provide a practical guide for all stakeholders in managing, assessing and meeting individual needs. The procedures and guidance in this document reflect the consistent approach taken across the Academy and supports pupils, parents and staff to understand our approaches to the management of behaviour in school. Reach is part of Ethos Academy Trust, please see appendix for our Trust agreed behaviour principles.

Reach Academy is committed to inclusive education and securing the greatest possible access to learning and achievement for pupils with SEMH and other SEND. It is also recognised that for some pupils, variance of the procedures will be needed to meet any specific SEMH, learning or needs which require a personalised approach.

The most important aspect in children feeling valued, safe and secure is the sense of connection with a member of staff. For most children, this can be achieved by simple acknowledgement of the child and the child having the knowledge that you have them in your mind, care about them as a person and care about what they are doing.

## 1. Aims

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

- Offer a curriculum that enables all pupils to engage with and enjoy their learning, where every pupil achieves positive outcomes and develops future aspirations;
- Provide a positive experience of education for those who have been permanently excluded or are at risk of being permanently excluded from school;
- Provide a nurturing environment and experience for all pupils; including personal development opportunities, accessing experiences that build cultural capital and preparation for transition and adulthood.
- Assist pupils in gaining skills and knowledge to enable them to make positive contributions to the school community and wider society;
- Assess and address SEMH needs in addition to any other SEND that acts as a barrier to learning;
- Model and apply The Graduated Approach to assess, apply and review pupils' needs in order to enable parents, families, schools and other agencies to provide an education that fully supports individual need.

Our curriculum is designed to support pupils returning to mainstream school through a broad and balanced offer. Pupils access core and non-core subjects in line with the National Curriculum alongside lessons and personalised interventions to support pupils' personal development and specific SEMHD and learning needs. Weekly cooking sessions, health and fitness sessions, outdoor education and community projects are also planned to develop pupils' life skills and their ability to be responsible citizens within the school community and their wider communities. The curriculum and culture across Reach Academy will be met through a nurture-based approach, that 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

Further information around our curriculum can be found on our website: [Curriculum - Reach Academy](#).

## 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](#)

In addition, this policy is based on:

- Special Educational Needs and Disability (SEND) code of practice
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online

## 3. Definitions

At Reach Academy, the learning expectations give protection to core rights and are regularly discussed with pupils 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 (see appendix i).

**Learning expectations** are defined as:

- Arrive on time and be ready to learn (linked to Boxall stand A)
- Use positive language (linked to Boxall stand D)
- Allow other students to learn (linked to Boxall stand E and D)
- Show positive effort and attitude (linked to Boxall stand B)
- Complete all tasks to the best of my ability (linked to Boxall stand A and C)

This link includes strategies, activities, interventions, and resources to support need in the highlighted areas.

**Non-negotiables** are defined as:

- Repeated breaches of the school rules
- Use of mobile devices on site
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Physical assault
- Smoking (Including Vaping)
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
  - 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. Child on Child abuse

It is important to recognise that abuse is not always perpetrated by adults; children can abuse other children and it can happen both inside and outside of educational settings and online. This is referred to as 'child on child abuse' and can include:

- Bullying, including [cyberbullying](#), prejudice-based and discriminatory bullying;

- Abuse in intimate personal relationships between peers;
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; this may include an online element which facilitates, threatens and/or encourages physical abuse;
- Sexual violence, such as rape, assault by penetration and sexual assault; this may include an online element which facilitates, threatens and/or encourages sexual violence;
- Sexual harassment, such as sexual comments, remarks, jokes, and online sexual harassment, which may be standalone or part of a broader pattern of abuse;
- Causing someone to engage in sexual activity without consent;
- Consensual and non-consensual [sharing of nude and semi-nude](#) images and or videos (also known as sexting or youth produced sexual imagery);
- ‘Upskirting’ which involves taking a picture under someone’s clothing without them knowing; this is usually with the intention of viewing their genitals or buttocks for sexual gratification, or cause the victim humiliation, distress, or alarm. Upskirting is a criminal offence and anyone, of any gender, can be a victim;
- Initiation/hazing type violence and rituals.

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

Ethos Academy Trust and the CEO will review this behaviour and relational policy in conjunction with the Head Teacher and monitor the policy’s effectiveness, holding the Head Teacher to account for its implementation. The Board is responsible for reviewing and approving the written statement of behaviour principles.

### 5.2 The Head Teacher

The Head Teacher is responsible for reviewing this relational 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, that staff deal effectively with poor behaviour and monitor how staff implement this policy to ensure rewards and consequences are applied consistently.

### 5.3 Staff

Staff are responsible for:

- Implementing the relational policy consistently;
- Modelling positive behaviour and building positive relationships;
- Providing a personalised approach to the specific needs of pupils;
- Monitoring incidents.



The Senior Leadership Team will support staff in responding to periods of dysregulation and modelling positive relationships.

#### 5.4 Parents

Parents are expected to:

- Inform the school of any changes in circumstances that may affect their child's emotional state
- Discuss any concerns with a key member of staff promptly and attend review/reintegration meetings as required

### 6. Pupil Conduct

At Reach Academy, staff want to ensure that every pupil has a successful placement and transition, offering a rich and varied curriculum that supports the social, emotional and mental health needs of our pupils.

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

Reach Academy has a school uniform that all pupils must wear. At the start of the placement, all pupils will be provided with a Reach Academy jumper when they start their placement. 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
- Reach Academy 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. Neck chains and bracelets are prohibited. No wearing of caps, hats, balaclavas or hoods in school.

### 8. Rewards and consequence

A reward is positive feedback given to students. A reward will reinforce, encourage and motivate future positive presentation and relationships with pupils.

At all times, staff at Reach Academy seek to encourage pupils, having high aspirations for all. Encouragement includes any action that conveys to the pupil that staff respect, trust, and believe in his/her value as a person.

## 8.1 List of rewards and consequences

Positive behaviour will be rewarded with:

- Praise
- Phone calls home to parents
- Special responsibilities/privileges
- Post cards home
- Certificates linked to points earned on Classcharts
- Monetary rewards for designated venues including supermarket vouchers, treats at local food outlets and other shops linked to pupil hobbies

The school will use a variety of strategies to support dysregulation and behaviour management, including:

- Verbal reminders
- Brain breaks
- Change of face
- Use of time out in the sensory room, the recovery room or a mutually agreed safe space
- Support from senior members of staff
- Consistent approach from all members of staff
- Phone calls home to parents
- Use of emotion coaching scripts
- Agreeing a behaviour contract
- Review of a pupil's SEMH assessment, including strategies and interventions
- Restorative approaches
- Curriculum content including the impact of cyberbullying, prejudice-based and discriminatory bullying
- Modelling of appropriate behaviours by staff including through the RSE/PHSE curriculum and reflection opportunities at allocated nurtures times at the start and end of the day
- Expecting work to be completed at a later time

We may use one to one interventions, offsite intervention or suspension (in exceptional circumstances) in response to serious or persistent breaches of this policy. In the event of a serious breach of the relational policy school may contact the police.

## 8.2 Suspensions

The focus on positive behaviour, forgiveness and reconciliation will significantly reduce the need for suspension. Alternatives to suspensions are always sought, where possible, and the emphasis remains on

ensuring pupils are offered an appropriate timetable, personalised to their individual needs. However, when considering appropriate next steps, including sanctions, the Head Teacher 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 themselves and others is paramount. The academy strongly feel that suspensions must be used only as a very last resort. On rare occasions, fixed term suspensions are issued and carried out in line with the current DfE suspensions guidance; on these occasions a structured re-integration takes place which involves the Senior Leadership Team, pupil and their families. For those pupils with an EHCP, Reach Academy will liaise with SENDACT to consider how we can continue to meet the pupils needs.

### 8.3 Off-site behaviour

Rewards and consequences will continue to be applied when representing the school offsite, such as on a school trip or on the way to or from school, as appropriate to the situation. Any incident will be investigated with all parties involved, with the relevant consequence applied.

### 8.4 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 policies.

The Head Teacher will also consider the pastoral needs of staff accused of misconduct. Where possible, restorative approaches will be explored to repair relationships.

## 9. Behaviour management

### 9.1 Classroom management

Teaching and support staff are responsible for modelling and 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 pupil learning expectations in classrooms;
- Develop a positive relationship with pupils, which will include:
  - Greeting pupils in the morning and 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

- Use of effective strategies for dealing with low-level disruption
- Using positive reinforcement/ set language scripts
- Differentiated work that enables and scaffolds learning
- Receive training on behaviour management from experienced staff and from relevant external agencies including the educational psychology service and CAMHS
- Through line management, learning walk outcomes and annual CPD audits staff can access and request support to improve their practice

Pupil performance throughout the day will be recorded on Classcharts.

## 9.2 Positive Handling

In some circumstances, staff may use positive handling (Team Teach) to prevent pupils from putting themselves or others at risk of harm or damaging.

Incidents of positive handling 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 on CPOMS;
- Follow Team Teach techniques as per Team Teach training received by all staff.

## 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 could potentially be harmful or detrimental to staff or pupils. These items will be returned to pupils at the end of the school day, after discussion with senior leaders and parents, if appropriate.

All pupils are screened with a metal detecting wand before they enter the Academy. If staff feel that a pupil may have a prohibited item and a search is required, this will be authorised by the Head Teacher; the staff carrying out the search will be the same sex as the pupil being searched and will have received the necessary training; a witness (also a staff member) will be present; the location will be appropriate.

At Reach Academy, we will not search pupils without consent

All 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.

Through the use of the Boxall SEMH assessment, specific interventions and strategies are used to meet the needs of the pupils. These interventions include but are not limited to:

- Lego therapy
- Social stories
- Draw and talk
- Therapeutic story writing
- Circle of friends
- Zones of regulation
- Restorative practices

Pupils can also access support from external agencies offering health, wellbeing and therapeutic services.

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 in line with our SEN policy and practice. For pupils who are at risk of, or engaged in, criminal and risky behaviour, referrals will be discussed with the pupil and parents for BASE, St Giles, Early Help, Yorkshire Mentoring Services and other services specific to the pupil's need.

### **Effective restorative meetings**

A restorative meeting is not just a meeting or a set of questions, it is a way of working with people to manage, correct and restore positive relationships. A restorative meeting will take place, whenever possible, when a negative incident takes place between two or more parties. The aim is to:

- Understand the reasons for a person's behaviour;
- Put your own views across;
- Help the person understand the impact of their behaviour on others;
- Restore the relationships;
- Identify ways to prevent this happening again in future.

Prior to speaking to the pupil:

- Spend some time reflecting on the incident and see how you could have helped to prevent this;
- Plan what you want to say, so that you can put across your thoughts calmly and articulately;
- Ensure you are in a calm state and are receptive to hearing what the other person has to say;
- Ensure you have enough time to meet the pupil;
- Plan where the meeting will be held so that it can be a calm and purposeful meeting.

When speaking to the pupil ask the following:

- What happened?
- What were you thinking?

- What have you thought since? (Their last word isn't their last thought)
- Who suffered as a result?
- What do we need to do put things right?

It is important that, as the adult, an apology from the pupil is accepted and a willingness to restore the relationship is evident. The pupil needs to know that the next lesson/day will be a fresh start.

## 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 ii). Any incidents of absconding must be recording on CPOMS as soon as possible after the incident. The police will be informed where there are highlighted additional risks.

## 10. Pupil transition

Pupil transition upon start of their placement will be supported using the guidance in this policy. At Reach Academy, staff understand the importance of transition and provide personalised interventions to support transition at the beginning and end of their placement. Pupils will spend an agreed amount of time, up to 2 weeks, on their transition. They will then be placed into a group that is best placed to meet their needs. 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), Support to Self-Regulate Plan (see Appendix iii) and exit report.

## 11. Part-time timetables

At Reach 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 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 a pupil may 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 school;
- When a risk assessment shows that their behaviour poses a significant health and safety risk to themselves, other pupils or staff which cannot be reasonably managed within the usual day;
- When their behaviour causes repeated and significant disruption to the education of other pupils.

If the Head Teacher considers a personalised timetable is appropriate, a clear plan for this should be completed in line with Kirlees guidelines. 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 but will remain in place for the shortest time necessary.

Reach Academy will inform Kirklees Education Safeguarding Service when using reduced timetables for pupils and follow the Kirklees reduced timetable guidance.

## 12. Training

Our staff are provided with training on understanding and managing behaviour, including the use of Team Teach, trauma informed approaches, identification of SEMH needs and strategies to support need as part of their induction process.

Behaviour management will also form part of continuing professional development.

## 13. Monitoring arrangements

This behaviour policy will be reviewed by the Head Teacher and the Board of Trustees every year. The written statement of behaviour principles will be reviewed by SLT on an annual basis in conjunction with the relational policy.

## 14. Links with other policies

This behaviour policy is linked to the following policies:

- Safeguarding policy
- Anti-bullying policy
- Behaviour Principles
- Positive Handling Policy

## Appendix i – Learning Expectations

Reach Academy  
**Learning expectations (Staff)**

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 my ability
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**1st reminder**  
A member of staff will remind a student to raise awareness of their concerns. The staff member will do this by linking the behaviour to one of the learning expectations. There will be no consequence or further action at this point.

**2nd reminder**  
A member of staff will be a reminder of behaviour linked to learning expectations and at this point the student will be informed that this will be recorded on the daily record sheet. This will have an impact on the score at their end of the lesson.

**3rd reminder**  
At this point the teaching member of staff will direct the student to take some time out with a member of staff to discuss the concerning behaviour before returning to the classroom. This will be recorded on the daily record sheet and have an impact on the score at their end of the lesson.

**4th reminder**  
If a student continues to disrupt learning then the class teacher or member of staff will call for a senior member of staff who will come and support with a student. The student will speak to the member of SLT and a decision will be made as to whether the student will return to lesson or start again in the next period. This information will be completed on the daily record sheet.

Reach Academy  
**Learning expectations (Student)**

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 my ability
--------------------------------------	-----------------------	-------------------------------	-------------------------------------	--

**1st reminder**  
Staff will speak to you about your behaviour.

**2nd reminder**  
Staff will give you a second reminder about behaviour and record on the daily record sheet.

**3rd reminder**  
You will be asked to take time out with a member of staff before returning to lesson.

**4th reminder**  
A member of SLT will be called to have a conversation with you about your behaviour.



## Appendix ii - Absconding

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

<b>Actions needed:</b>  <b>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 the school site	
Gather information and report to SLT, re The Why? When? How? etc and any known places they may abscond too	
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 pupil returns to site, SLT to make a decision with regards to the next course of action. Parents and police (if involved) to be contacted.	
If pupils travels home, SLT to arrange a review meeting with pupil, parents and mainstream school (if appropriate).	
Incident to be recorded on CPOMS as soon as possible after the incident and updated with further actions/outcomes as necessary.	

## Appendix iii –Support to Self-Regulate Plan

Name:

Date:

<p><b>Prevention Strategies</b> (these go in the green box)</p>	<p><b>Diversion and Distraction</b> (these go in the amber box)</p> <ul style="list-style-type: none"> <li>•</li> </ul>	
<p><b>De-escalation including safe spaces</b></p> <p>All staff to use a consistent approach to support x to manage big feelings by using the vital relational functions (VRF's):</p> <ul style="list-style-type: none"> <li>• <b>Attune</b> to his emotional state – “I can see that you are really angry with me”</li> <li>• <b>Validate</b> his felt experience – “I can imagine how cross you were when you thought that I had taken your picture down”</li> <li>• <b>Contain</b> his emotions – “I can keep you safe while/until these feelings go away”</li> <li>• Support him to <b>sooth and calm</b> – “We can make things better, together, when you are ready”</li> </ul> <p>Use a nurturing, non-confrontational approach with firm boundaries</p> <p>Support x to elicit his thoughts and feelings by ‘wondering aloud’ in a curious way</p> <p>Support him to develop his empathy by providing an empathic restorative approach to repairing and rebuilding relationships, and providing x and others with an exaggerated sense of empathy.</p> <p>Support x to understand how his thoughts and feelings are linked to his behaviour and how these affect others by using reflective language, wondering aloud, restorative repair and rebuilding of relationships</p>		
<p><b>Triggers (including different environments)</b></p> <ul style="list-style-type: none"> <li>•</li> </ul>	<p><b>Language scripts</b></p> <p>“I can see you are finding this a bit tricky “</p> <p>“I am wondering if ...”</p> <p>“you will be able to .... when you .... (validate feelings as above)</p>	<p><b>Key People</b></p>
<p><b>Additional risks if out of school</b></p>		

Risk Assessment  Insert school RA here	Description of Risk	Likelihood of it happening (Low, Med, High)	Adverse outcomes if not managed
<b>Positive Handling Strategies</b>	<b>Post incident support</b> (repair and rebuild)	<b>Recording and notifications required</b>	
<b>Written by and date</b>	<b>Reviewed and Updated (date)</b>	<b>Signed</b>	
		<b>Staff</b>	
		<b>Parent</b>	

Green Strategy	
Strengths	Support strategies
<p>Is calm concentrating and relaxed –</p> <p>describe what the child looks like, behaviours, body language</p>	

Amber Strategy	
Difficulties	Support strategies
<p>Becomes unsettled – early signs of anxiety</p> <p>describe what the child looks like, behaviours, body language</p>	

Red Strategy	
Challenges	Support strategies
describe what the child looks like, behaviours, body language	<p><b>De - escalation strategies used at all times</b></p> <p><i>All staff to use a consistent approach to support x to manage big feelings by using the vital relational functions (VRF's):</i></p> <ul style="list-style-type: none"> <li>• <b>Attune</b> to his emotional state – “I can see that you are really angry with me”</li> <li>• <b>Validate</b> his felt experience – “I can imagine how cross you were when you thought that I had taken your picture down”</li> <li>• <b>Contain</b> his emotions – “I can keep you safe while/until these feelings go away”</li> <li>• Support him to <b>sooth and calm</b> – “We can make things better, together, when you are ready”</li> </ul> <p><i>Use a nurturing, non-confrontational approach with firm boundaries</i></p> <p><i>Support x to elicit his thoughts and feelings by ‘wondering aloud’ in a curious way</i></p> <p><i>Support him to develop his empathy by providing an empathic restorative approach to repairing and rebuilding relationships, and providing x and others with an exaggerated sense of empathy.</i></p> <p><i>Support x to understand how his thoughts and feelings are linked to his behaviour and how these affect others by using reflective language, wondering aloud, restorative repair and rebuilding of relationships</i></p>

**Natural consequences**

Adults are in control and stop the unsafe behaviour.

When calm –reflect on thoughts and feelings, using non-confrontational language, offer an appropriate strategy/phrase to say next time. “Next time you feel like this, you need to .....”

Natural consequences are implemented before an enjoyable time –

- o Follow initial instruction
- o Practice desired behaviour
- o SMART task of work missed
- o Repair and rebuild relationship

## Appendix v - Ethos Academy Trust Behaviour Principles Statement

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

### Vision

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

### Mission

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

### Core Values

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

### Our behaviour culture

Our behaviour policy and practices are underpinned by relational practice. Relational practice means that relationships are at the heart of our interactions and interventions. The children in our settings often have attachment challenges linked to trauma and Aces with many also having special educational needs including social, emotional and mental health (SEMH) needs. This means that our children often use behaviour as a form of communication. Our approach is to look beyond the behaviour to understand what is being communicated. We know we need to connect before we can correct.

Behaviour and positive relationships are modelled by all staff; this is a key part of our curriculum and also targeted through personalised interventions.

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

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

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

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

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

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

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

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

### **Inclusivity**

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

### **Engaged Community/Parental Involvement**

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

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

### **Positive re-enforcement**

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

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

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

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

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

### **Positive Handling**

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

### **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.