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Company Registration Number: 10745840 (England and Wales)

Ethos Academy Trust

Behaviour Principles Statement

April 2022

1	Summary	Behaviour Principles Statement (this forms part of each academy's Behaviour/Relational Policies)			
2	Responsible person	Behaviour Leads			
3	Accountable ELT member	Jayne Foster			
4	Applies to	<input type="checkbox"/> All Staff <input type="checkbox"/> Support Staff <input checked="" type="checkbox"/> Teaching Staff			
5	Trustees and/or individuals who have overseen development of this policy	Behaviour Leads and Head Teachers			
6	Headteachers/Service Heads who were consulted and have given approval (if applicable)	All Academy Head Teachers			
8	Ratifying committee(s) and date of final approval	ELT			
9	Version number	1.3			
10	Available on	Every	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N	Trust Website <input checked="" type="checkbox"/> Y <input type="checkbox"/> N Academy Website <input checked="" type="checkbox"/> Y <input type="checkbox"/> N Staff Portal <input type="checkbox"/> Y <input type="checkbox"/> N	
11	Related documents (if applicable)	Behaviour/Rational Policy			
12	Disseminated to	<input type="checkbox"/> Trustees <input type="checkbox"/> All Staff <input type="checkbox"/> Support Staff <input checked="" type="checkbox"/> Teaching Staff			
13	Date of implementation (when shared)	April 2022			
14	Date of next formal review	February 2023 as part of the academies Behaviour Policy review			
15	Consulted with Recognised Trade Unions	<input type="checkbox"/> Y <input checked="" type="checkbox"/> N			

Date	Version	Action	Summary of changes
Mar 22	1.3	Review	No longer a standalone document, v1.3 will form part of the Behaviour Policies at each academy. Copy also added to Trust website for reference.

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.

Principles

Mission

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

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

High standards of behaviour and attendance

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

- all of its pupils to make the best possible progress in all aspects of their educational life;

- all staff to teach, model and promote good learning.

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

The right to feel safe at all times

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

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

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

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

Inclusivity

Ethos Academy Trust is an inclusive Trust. All members of the Trust's community should be able to work and learn, free from any form of discrimination, harassment or bullying (as laid down in the Equality Act, 2010.) Measures to protect pupils from bullying and discrimination as a result of gender, race, ability, sexual orientation or background are clearly set out and regularly monitored

for their effective implementation. Reasonable adjustments are made to day to day life, policies and procedures in order to meet individual needs.

Engaged Community/Parental Involvement

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

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

Academy Expectations

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

Rewards

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

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

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

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

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

Sanctions for Unacceptable / Poor Behaviour

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

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

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

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

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

Sharing of Information

The Trust Board requires the academies to maintain up to date records of pupils and to ensure that, in relation to their policies on Safeguarding and Child Protection, they are GDPR compliant

when sharing information. The Trust takes seriously the responsibility to maintain personal records within suitable, safe and secure systems.

Notes

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