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Company Registration Number: 10745840 (England and Wales)

Relationship and Behaviour Policy

Ethos College

March 2023



Nurturing inclusive learning communities



1	Summary	Relationship and Behaviour Policy			
2	Responsible person	Diane Parkinson			
3	Accountable ELT member	Rebecca Smith			
4	Applies to	Ethos College			
5	Trustees and/or individuals who have overseen development of this policy	N/A			
6	Headteachers/Service Heads who were consulted and have given approval (if applicable)	Rebecca Smith			
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Date	Version	Action	Summary of changes
January 22	1.4	Policy reviewed	Addition of peer on peer abuse.
May 22	1.6		Addition of suspension arrangements.
Feb 23			Removal of Appendix related to Covid. Addition of Behaviour principles as appendix.

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1. Purpose

Ethos College supports KS4 pupils with SEMH needs to reach their academic, social and emotional outcomes to ensure that pupils are able to work towards achieving their post 16 potential. The purpose of this policy is to provide a positive and supportive framework through which responsible and positive behaviour can be developed and maintained. It is built on the principles that everyone has the right to thrive in a safe, stimulating and positive environment and that learning takes place most effectively where there is a culture of mutual respect and understanding, based on a consistent approach to behaviour management.

To ensure that pupils can achieve their potential they should feel valued, safe and secure in the adults around them. For all pupils a sense of connection and belonging is essential to their wellbeing and view of the school environment. It is therefore essential that relationships between adults and pupils are professional, caring and inclusive. For pupils to achieve they must have a positive relationship with the adults around them and this policy sets out how Ethos College aims to achieve this.

2. Key Aim and Objectives

We aim to create a positive and respectful learning environment in which every member of our school community can perform and contribute in a constructive way.

Our key objectives are:

- To work collaboratively with families and pupils to ensure ownership of this policy and co-operate with its principles
- To enable each pupil to make the best possible academic, social and emotional progress
- Ensure inclusivity by recognising and celebrating protected characteristics in line with statutory guidance.
- To equip pupils with behaviour management strategies that are considerate of others and enable them to enjoy and achieve.
- To enable pupils to make positive choices that lead to adopting life-long behaviours that will support them to thrive professionally and personally
- To promote a sense of community in which every pupil can make a positive contribution. To uphold the values of courtesy, consideration and mutual respect

We will meet these objectives by:

- Communicating clearly with all members of the school community to help pupils understand the effect of their behaviour on others
- Having high expectations for standards of punctuality, attendance, appearance, behaviour and Achievement.

- Providing a well differentiated curriculum that maximises opportunities for both academic and personal development at all levels
- Reinforcing expectations of behaviour with a consistent approach tailored to each individual
- Leading or guiding pupils in the development of new behaviour strategies and modelling alternatives
- Recognising that some pupils will require additional, individual support to help them with their development
- Being proactive in detecting and responding to changes in behaviour and attitude
- Using praise, encouragement and rewards to recognise good behaviour and positive contributions to the school community
- Recognising that our own behaviour will be scrutinised and demonstrating our core values with clear examples modelled
- Working closely with parents/carers to ensure expectations are upheld.

3. Core principles of the policy

The policy outlines the behaviours that are acceptable and those that are not and these are made clear to all members of our school community as part of their induction process.

By following the expectations set out in the policy every pupil will have a platform from which to realise their potential. In addition, staff will support the development and achievement of pupils by:

- Fostering a commitment to the highest standards of teaching and learning and ensuring equality of opportunity in the classroom and beyond
- Valuing pupils individually and responding to the needs that can be communicated through behaviour
- Promoting self-esteem and self-confidence through target setting and achievement
- Providing an opportunity for reflection and reconsideration in a neutral non-judgemental context
- Teaching young people to understand, accept and tolerate differences in individuals
- Changing perceptions of pupils, parents/carers and teachers through small, achievable targets.

The principles that we expect our pupils to follow are:

- We do our best to learn and do not stop others from learning
- We follow instructions
- We will dress appropriately for school
- We are pleasant and helpful to each other
- We are respectful
- We are co-operative and work together
- We take care of our community and the environment
- We do not smoke on site or on the school grounds and any smoking paraphernalia is handed in and should not be seen throughout the school day
- We attend well and arrive on time
- We apply these principles to all activities

4. Coaching

Emotion coaching is used at Ethos College as a positive behaviour strategy and is designed to facilitate pupils to overcome every day obstacles by understanding their emotions so that they can re-engage with learning to maximise outcomes and life chances. The emotion coach lead delivers regular training and monitors the impact of the coaching on pupils. The school uses the ABC model where students identify the

aspect of the situation, their beliefs about the situation and the consequences of actions. The staff work with the pupils to find a solution focused approach to move forwards. Coaching promotes positive relationships as the foundation for all interactions to improve how young people navigate their own relationships both in and out of school.

5. Restorative Practices

Staff at Ethos College are trained in restorative practices and these are used to restore and rebuild relationships. The practice enables pupils and/or staff to come together to repair and appreciate the impact of their behaviours on others. This approach is successful in improving behaviours and builds trusting relationships that are fundamental in improving the emotional well-being and learning outcomes for all pupils. Being able to reflect on behaviours and consider alternatives is a key skill that restorative practice supports pupils to develop. It is this reflection and willingness to change behaviours, in certain circumstances, that is fundamental in our behaviour management strategy.

6. Rewards and Incentives

We believe pupils should have their achievements recognised and rewarded. Rewards can be small tokens or more substantial incentives but, more importantly, pupils should feel that their efforts are recognised in a meaningful way in order to promote positive engagement with school life and foster the feeling of success.

At Ethos College, we continue, alongside our pupils, to design and develop a reward system that is personalised to the needs of individuals through the setting of mutually agreed developmental targets. Pupils are given the opportunity to achieve on a daily basis and are rewarded regularly; this progress is recorded on the schools MIS system. This system enables pupils to manage their own rewards and to use them to buy items that they value. This promotes budgeting skills and pupils are encouraged to donate some of their rewards to charities we support as a school.

The following rewards are used by staff to recognise and promote positive and appropriate behaviours:

- Reward system
- Postcards home
- Certificates
- Celebration assemblies
- Regular phone calls/text messages home
- Positive meetings with families
- Group rewards for attendance

In addition, we recognise the importance of verbal praise and recognition. As a team, we believe in catching our pupils doing the right thing and look for ongoing opportunities to highlight the positive behaviour they display. This also promotes positive relationships and supports pupils' engagement in community projects.

7. Development of Positive Behaviour

While it is our expectation that pupils will behave appropriately; we recognise that there are times when poor and/or inappropriate behaviour may occur. On these occasions, it is important that behaviour is managed quickly, appropriately and in line with individual need and this policy.

Within the classroom, the code of conduct will be implemented by the Teachers and Inclusion Workers, with the priority of keeping pupils in school and engaged in learning. However, while consistency is key, it is recognised that a flexible approach will always be required and staff will use their professional judgement to ensure a focus on personal development and inclusion; meaning behaviour will be managed on an individual basis, considerate of the needs of the pupil.

Basic expectations are set out to pupils and these include handing in phones, smoking paraphernalia and personal items at the start of the school day to ensure pupils are focused on learning and negates concerns regarding safety and security. Any item that is considered a barrier to learning will be expected to be stored securely during the day and given back to pupils at social times if staff consider their behaviour to be appropriate. If staff consider the behaviour of pupils to be inappropriate or they have not completed a satisfactory amount of work, they may, on occasion, keep personal items locked securely and refuse

access to pupils during the day. Pupils will not be allowed access to their phones during the day if staff believe that this will have a detrimental effect on their behaviour or learning or that of others.

Pupils are expected to follow the core principles, set out in this policy at all times, but if negative behaviour does occur then an agreed individual plan will be established. Consequences of inappropriate behaviour will be actioned and will often include sanctions such as minutes given, to be taken back during school, to catch up on any time lost or work not completed or a 1:1 intervention, to understand the behaviour displayed and strategies of how to overcome triggers. In some cases, it may be necessary for the pupil to spend some time out of school to be given an opportunity to catch up on work missed and undertake some more intensive learning around a particular behaviour; providing pupils with strategies to avoid the behaviour being repeated. This will be at an approved and risk assessed venue and families will be informed. The aim is to address the barriers to positive behaviour and to ensure the impact on pupil progress is minimised. The pupil will return to school when staff are confident that they are able re-join the learning and contribute positively to school life.

8. Peer on Peer Abuse

All pupils have a right to feel safe in school and to be confident in the adults around them that they will take immediate and decisive action when there is suspicion or evidence of any abuse. Similarly, if there are any instances of sexual abuse or harassment these will be taken seriously with the pupil being given the opportunity to disclose all concerns and to feel supported. Ethos staff will take immediate action if any of the following occur;

- 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.

9. Individual interventions

Senior leaders use the available data to identify those pupils who need additional support to be able to address their social, emotional and mental health needs. To address these additional needs, we have an Intervention Instructor who will plan and deliver a comprehensive and detailed programme of sessions that focus on an identified area of need. These pupils will be aware of their targets and will be able to contribute to the planning of the session so that they are 'done with them and not to them'.

It is essential that each pupil and their behaviours are considered individually and whilst a consistent approach to basic expectations is required, each situation will be considered based on individual need and

with a focus on learning and engagement. Where necessary, an individual support plan will be written by the group team, in collaboration with the pupil and their family: which will make clear the expectations and ensure all parties are sure of their individual responsibilities.

In some cases, a risk assessment will be implemented when a pupil's behaviour becomes dangerous to them or to other pupils or staff. The aim is to ensure everyone's safety and wellbeing and, in these cases, families and wider stakeholders, if appropriate, will be involved.

10. 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. If the placement is not successful, Ethos College work with mainstream schools to ensure that an appropriate alternative is identified and transition is supported. For those pupils with an EHCP, Ethos College will liaise with SENDACT to consider how we can continue to meet the pupils needs.

To enable pupils to play an active part in their learning we will support them to develop in the following areas:

- Self-control
- Sensitivity and consideration for others
- Pride in themselves and the school
- Enthusiasm and desire for learning
- Self-confidence
- An individual approach to behaviour
- An awareness and acceptance of others' ways of life and different opinions
- Uphold values of Equality and Diversity
- A persistent approach to tasks
- A positive reaction against bullying and abuse.

To support this development and to keep pupils safe, staff will also:

- Use appropriate language
- Refer to the Safer Working Practices policy
- Discuss situations outside of the classroom
- Be alert to signs of unacceptable behaviour
- Alert other staff of the nature of any unacceptable behaviour
- Record any unsafe behaviour or incident
- Refrain from negotiating consequences with pupils.

11. Parent, Carer and Partnership Working

We believe that behaviour is about all stakeholders and while we all have responsibilities as individuals the aims of this policy will not be achieved unless we work in partnership together.

In particular, we believe that the role of families is central to the success of our pupils.

For this reason, we work with, communicate and build positive relationships regularly with families. We provide regular updates on pupil progress, conduct and SEMH progress and share pupil achievements through phone calls, postcards, assemblies and meetings. Where a pupil is struggling, we will give advice and encouragement and ensure we are working together to meet the needs of the pupil.

In return, we ask families to celebrate their child's success; attend meetings when requested and reinforce the expectations laid out in this policy. We are always open to visits by families and would ask that appointments be made in advance so that the appropriate member of staff can be present.

12. Professionals and Other Agencies

To support individuals or groups of learners, we work with other relevant professionals. We build strong working relationships with our partners across Kirklees and where appropriate, other authorities and agencies. We also work with our local police service to ensure both the education and safety of pupils and the health service to promote and develop health and well-being.

13. Team Teach

Ethos College recognises that there is a need, reflected in common law, to physically intervene when there is an obvious risk to the safety of pupils, staff and property. If necessary, the use of force to control or restrain pupils will be used in the context of a respectful, supportive relationship with pupils in order to ensure minimal risk of injury to pupils and staff.

Ethos College has adopted the term 'Restrictive Physical Intervention (RPI)', to describe how we implement the principles of Team Teach where school staff are required to ensure the safety of all stakeholders. This follows an approach of Team-Teach. The objectives of Team-Teach have been adopted by Ethos College, namely:

- to promote the least intrusive RPI strategy and a continuum of gradual and graded techniques, with an emphasis and preference for the use of verbal, non-verbal de-escalation strategies being used and exhausted before RPI strategies are utilised
- to enable services to develop acceptable and authorised responses to disruptive, disturbing, angry and aggressive behaviours in a manner that maintains positive relationships and provides safety for all, by training in Team-Teach

- to reduce the number of serious incidents involving RPI, in all settings, and to emphasise the importance of exhausting behaviour management strategies in the first instance
- to increase the awareness of staff concerning the importance of recording and reporting, monitoring and evaluating, all incidents involving positive handling
- to provide a process of repair and reflection for both staff and pupils

This complies with the Department for Education guidelines on reasonable force, www.DepartmentforEducation/reasonableforceinschools.

Complaints procedures are in place for both families and pupils.

If you have any questions about Team Teach or indeed any part of this policy, please contact Diane Parkinson (Assistant Head/DSL).

14. Search Procedures for Students

Staff may determine that a pupil may need to be searched prior to entering Ethos College, in order to ensure their safety, other pupils and staff. A pupil can be searched if staff have reason to suspect they may be carrying any of the following prohibited items; knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, smoking paraphernalia, fireworks, pornographic images, any item staff feel could be used to commit an offence or cause injury or damage to property and any other item which is a barrier to learning. If any of these items are found in the search, staff have the power to confiscate them from the pupil.

Searches will always be done as part of a detailed risk assessment that is shared and agreed with all stakeholders.

15. Guidance for searching students

All searches should be carried out by a staff member of the same sex of the pupil who is being searched and in the presence of another member of staff. Wherever possible, pupils will be searched in a private room away from peers and other staff not involved in the search. Outer clothing should be removed if staff feel this is necessary in order to complete an effective search. ('Outer clothing' means clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear). Possessions should be searched in the presence of the pupil and another member of staff. (Possessions means any goods over which the pupil has or appears to have control – this includes bags).

16. Procedure for searching students

Pupils subject to a search should be searched in a room that offers them privacy from other pupils and staff and the pupil will not be allowed entry to the wider building until this search has taken place. Pupils should empty their pockets of any items, prior to the search taking place, including shoes and any other outer clothing, if staff feel this is necessary. Staff should then use the metal detector to screen the pupils. This should pass over the pupil's body, including arms and legs. If the device beeps, on a particular area, staff should determine why the area has been highlighted by the metal detector and exclude this area as having a prohibited item. (The detector is sensitive so will pick up small amounts of metal such as zips on pockets). Staff should then search pupils using the backs of their hand. Pupils will be asked to have the legs slightly apart and their arms out wide. Staff should pass their hand over the arms, legs, chest and back.

Staff should use their professional judgement to ensure that the physical aspect of the search is appropriate and comfortable for the pupil. Once the search and screening of the pupil has taken place, the search of any possessions should take place in the presence of another staff member and the pupil. Any prohibited items will be confiscated and it is at the school's discretion whether this is returned.

A pupil will be denied entry to the building if they refuse to be searched. A member of the Senior Leadership Team should be contacted immediately if any following occurs:

- A pupil refuses to be searched or doesn't allow staff to search their possessions
- If a search or screening reveals a prohibited item
- Prior to the search, if staff feel that there is high probability that a pupil has a prohibited item and is likely to become confrontational, if a search was to take place

17. Absconding

To abscond is to leave site without permission and to do so places the pupil at risk of harm. Should a pupil abscond then the relevant policy will be adhered to. Any incidents of absconding should be documented on CPOMS as soon as possible and if there are significant risks for the pupil then the police should be informed. This should be done only in collaboration with a senior member of staff.

Appendix A

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 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 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.