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Elements Academy

# Behaviour and Relationship Policy

September  
2022

<b>1</b>	<b>Summary</b>	Elements Academy Behaviour and Relationship Policy			
<b>2</b>	<b>Responsible person</b>	Jenna Gladwin			
<b>3</b>	<b>Accountable ELT member</b>	Victoria Woodrow			
<b>4</b>	<b>Applies to</b>	Elements Academy Pupils			
<b>5</b>	<b>Trustees and/or individuals who have overseen development of this policy</b>	N/A			
<b>6</b>	<b>Headteachers/Service Heads who were consulted and have given approval (if applicable)</b>	Rebecca Smith			
<b>7</b>	<b>Equality impact analysis completed</b>	<b>Policy Screened</b>	<b>Y/N</b>	<b>Template completed</b>	<b>Y/N</b>
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<b>12</b>	<b>Disseminated to</b>	Elements Academy staff, parents / carers and pupils			
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Date	Version	Action	Summary of changes
Sept 22	1.0		New Policy

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# 1. Elements Academy Core Principles

At Elements Academy we empower pupils to gain the skills, knowledge and resilience needed to be happy, fulfilled and successful individuals.

Elements Academy Expectation statements:

- I belong – I am safe and a member of the school community**
- I do the right thing – I am respectful and take responsibility**
- I contribute – I am an active member of the school community**
- I care – I am kind to myself and others**
- I am ambitious – I work hard, I do my best and I keep trying**

# 2. Safety

All members of the Elements School Community have the right to be and feel safe.

Physically Safe	Emotionally Safe
<ul style="list-style-type: none"> <li>• The building is a secure environment where all feel safe and learn without fear of physical harm.</li> <li>• Where all physical needs are met</li> </ul>	<ul style="list-style-type: none"> <li>• Child on child</li> <li>• Peer on peer abuse, verbal aggression and bullying is not tolerated.</li> <li>• Emotional needs are understood and supported appropriately.</li> <li>• Where all emotional needs are met.</li> </ul>

# 3. Nurture Principles

Elements Academy operates with an inclusive and nurturing environment. We include and celebrate diversity in its many forms. We consistently meet every child’s individual needs. The six principles of nurture underpin our practice, this is outlined below:

- 3.1 Children's learning is understood developmentally.
- The classroom offers a safe base.
  - Nurture is important for the development of self-esteem.
  - Language is understood as a vital means of communication.
  - All behaviour is communication.
  - Transitions are significant in the lives of children.

It is the responsibility of all staff to promote appropriate behaviour. Staff members are role models and therefore must actively demonstrate the behaviours we expect from pupils through the ways in which they conduct ourselves. High expectations of ourselves and others are at the heart of all we do. We influence the Behaviour for Learning of pupils both by our direct communication with them and through our observed actions. By applying the principles of nurture to behaviour management.

Elements Academy will implement the strategies below to support pupils to self-regulate and reduce the need for external support and intervention.

### 3.2 Children's learning is understood developmentally.

Within the class groups all staff will respond to pupils not in terms of expectations related to expected attainment levels but in terms of the children's own developmental progress and needs as assessed through a variety of means including Boxall Profiles and wellbeing scales. The response to the individual pupil is based on 'where they are at' underpinned by an accepting attitude and an expectation of the highest standards of self-regulated behaviour.

### 3.3 The classroom offers a safe base.

The organisation of the classroom environment and the predictability of classroom management is instrumental in containing and managing the anxiety of pupils. The classrooms will offer a balance of educational and domestic experiences aimed at supporting the development of the pupil's relationship with each other and with the staff. The nurture aspect of the school day will be organised around a structured period with predictable routines; the adults are reliable and consistent in their approach to the pupils therefore promoting self-regulation.

### 3.4 Nurture is important for the development of self-esteem.

The nurture approach involves listening and responding. An emphasis will be placed on the adults engaging with the pupils in reciprocal shared activities such as mealtimes and ensuring that all pupils feel safe to verbalise their thoughts and feelings. Children respond to being valued and thought about as individuals and this in turn will lead to the ability to better self-regulate.

### 3.5 Language is understood as a vital means of communication.

Language is more than a skill to be taught or learned, it is an appropriate and widely understood way of putting feelings into words. Pupils may often act out their feelings as they lack the vocabulary to name or explain how they feel. Within Elements Academy, all class groups will have informal opportunities for talking and sharing through real life situations such as eating together. These opportunities are as important as the more formal lessons teaching language skills. Words are then used instead of actions to express feelings and frequent opportunities are created for extended conversations or encouraging imaginative play to understand the feelings of not only themselves but of others too. This in turn will enable pupils better self-regulate and develop empathy for their peers.

### 3.6 All behaviour is communication.

This principle underlies the responses to pupil's challenging or difficult behaviour.

Understanding what a child is communicating through behaviour helps staff to respond in an appropriate, supportive and understanding manner. If the child can sense that their feelings are understood this can help to diffuse difficult situations. The adult is the link between the external and internal worlds of the child, this level of understanding will support the pupils to better self-regulate.

Transitions are significant in the lives of children. The nurture aspects of Elements Academy class groups will support the child to make the often-difficult transition from home to school. However, daily- there are numerous transitions the child makes- for example between lessons and class groups and between different adults. Changes in routine are invariably difficult for all pupils to a differing degree and these will be carefully managed with appropriate preparation and levels of support to address the pupil’s ability to self-regulate.

## 4. Inclusive Practice

We are an inclusive school and therefore we are committed to:

- Implementing holistic, integrative and consistent approaches which promote positive behaviour alongside emotional development;
- Developing and reinforcing with pupils the principles of British values and democracy, the rule of law, individual liberty and mutual respect and tolerance;
- The development of inclusive staff practice in the use of rules and sanctions that are proportionate to the needs of the pupil, including considering those identified in equality 2010 (age, disability, gender, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation);
- Taking into account pupils emotional as well as chronological age in relation to our praise and restorative practice systems and procedures. Using inclusive strategies to support pupils to develop their own emotional regulation skills and self-management.

## 5. Respectful Community

Developing Relationships	Responding and Calming	Repairing and Restoring
<ul style="list-style-type: none"> <li>• School leaders and staff model and actively support the emotional well-being and development of all pupils through positive relationships.</li> <li>• High levels of empathy and nurture combined with structure, boundaries and routine enable pupils to make a positive contribution to the school community.</li> <li>• Pupil voice is central to the success of the school.</li> </ul>	<ul style="list-style-type: none"> <li>• We train staff to meet the needs of pupils through evidence informed approaches such as Nurture, ELSA, Team Teach and Trauma Informed Practice.</li> <li>• Pupils are supported in managing their emotions and empowered to self-regulate.</li> <li>• The school environment is calm and inclusive for all pupils. Quiet, reflective spaces are available.</li> </ul>	<ul style="list-style-type: none"> <li>• We understand that behaviour is part of communication and work hard to address underlying issues without the use of punitive sanctions.</li> <li>• Staff use restorative approaches in managing conflict.</li> <li>• We are all responsible for the success of the school and are focused on solutions, empowerment, and respect.</li> </ul>

## 6. Developing Resilience

We are unique as we have our own established therapeutic team. This offer brings personal development and growth together within the educational setting.

Our core values are influenced by the Trauma Informed Resilient schools' movement. We understand how trauma affects children and therefore this means that pupils at Elements have access to staff who understand that:

- Every behaviour is communication
- Every Elements child has a 'hook'
- Every Elements child has emotional learning to do
- Every Elements child deserves our efforts

And use this understanding to support pupils to fully access their offer at Elements.

We believe that working with pupils across four universal needs will support emotional regulation and enable pupils to participate positively in their own education as well as building substantial transferable skills to move towards adulthood. This is another basis on which we have built Elements vision and values.

These 4 universal skills are;

- Belonging                      Not rejection
- Independence                Not obedience
- Mastery                         Not perfection
- Generosity                     Not mean-spiritedness

These four skills are integral to our pastoral support offer, both behavioural and emotional developmental.

At Elements we believe that resilient children succeed at life, and work with four main protective factors to support the development of resilience in our pupils.

- Supportive adult-child relationships
- A sense of self-efficacy and perceived control
- Adaptive skills and self-regulatory capacities
- Sources of faith, hope, and cultural traditions

Again, these four skills are integral to our pastoral support offer, both behavioural and emotional developmental.

Corresponding Resilience and Universal Needs	
Supportive adult-child relationships	Belonging
A sense of self-efficacy and perceived control	Independence
Adaptive skills and self-regulatory capacities	Mastery
Sources of faith, hope, and cultural traditions	Generosity

These eight factors influence staff practice all around our school and can be seen on a daily basis when we welcome pupils into the school and classroom, in our choice of words, tone of voice, facial expression.

They can be seen when we offer pupils breakfast or a drink if they are dysregulated, as well as when we encourage pupils to push through their own barriers towards success whether that is a higher academic grade or being able to manage an annoying situation.

This set of 8 principles and actions underpins our curriculum plans, SEN support plans and outcome measures, and behaviour and rewards strategies. They influence our workforce development plan to ensure staff know this and are confident to use it both in practice and words, and are integrated into our behaviour and other policies

Staff training to support confidence and ability in our staff have included works and theories by Maslow, Margot Sunderland, Bruce Perry, Louise Bomber, Kate Cairns, and David Emerson.

## Practices and Procedures:

### 7. Restorative Practices

Staff at Elements Academy 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.

### 8. Therapeutic Support

Specialist staff at Elements Academy provide a mixture of therapies and interventions to support pupils who are experiencing particular difficulties. Interventions happen via the referral process.

### 9. 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 Elements Academy, we operate The Elements Academy House System.

Rewards and Incentives are linked to careers and workplace skills as part of the Bigger Picture programme.

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

- The Rewards system, both individual and house
- Individual school roles
- Certificates
- Celebration assemblies
- Regular phone calls/text messages home
- Positive meetings with families
- Celebration of Achievement Dinners

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.

## 10. 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 Academy Expectation Statement will be implemented by the Teachers and Inclusion Workers following procedures, 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 based on emotional as well as chronological age 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 using the consistent approach of 'Actions one, two and three'.

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 the end of the day or parents/carers will be asked to collect.

Pupils are expected to follow Elements Academy principles (section 2), at all times, but if behaviour exhibited is not in line with core principles, then an agreed individual plan will be established which will include, pertinent interventions to provide pupils with strategies to avoid the behaviour being repeated.

The aim is to address the barriers to positive behaviour and to ensure the impact on pupil progress is minimised.

## 11. Child on Child 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. Elements 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.

## 12. Individual Interventions

Senior leaders use the available data, including EHCP's 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, individual interventions will be planned and delivered by key staff.

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 produced in collaboration with the pupil and their family: which will make clear the expectations and ensure all parties are sure of their individual responsibilities.

All pupils will have a risk assessment in place. This will be reviewed regularly. The aim is to ensure everyone's safety and wellbeing and, in these cases, families and wider stakeholders, if appropriate, will be involved. Behaviour plans detailing processes and strategies will be in place to support individual pupils and reviewed regularly.

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.

## 13. Parent, Carer and Partnership Working

We work co-productively to allow each child to reach their potential. We believe that excellent working relationships with families are paramount to the success of a child and therefore invest in families through all we do. We invite parents/carers to have an active voice in the education of their child.

Family Support Workers work in partnership with all agencies who might be assigned to support a family or child. These may include Early Help Workers, CAMHS, Educational Psychology and Social Workers. Family Support Workers can often introduce a worker to a family which helps to build trust and facilitates honest and open communication. Family Support Workers communicate regularly with agencies and attend meetings such as Team Around the Family and Child in Need Meetings. Family Support Workers are also available to support families through statutory involvement by Social Care.

## 14. 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 Rotherham 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.

## 15. Team Teach

Elements Academy 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 when other options have been explored. 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.

Elements Academy has adopted the term 'Positive Handling', to describe such interventions. This follows an approach of Team-Teach. The objectives of Team-Teach have been adopted by Elements Academy, namely:

- to promote the least intrusive positive handling 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 positive handling 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 physical controls, 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;
- after physical intervention has been necessary, staff must inform parents/carers of this immediately. Where telephone contact is not possible a sealed note will be sent home with the pupil;
- Staff should then report and record the incident within 24 hours.

This complies with the Department for Education guidelines on reasonable force, [www.DepartmentforEducation/reasonableforceinschools](http://www.DepartmentforEducation/reasonableforceinschools).

If you have any questions about Team Teach or indeed any part of this policy, please contact Debbie Gamwell (Deputy Head).

## 16. Recording of Information

Elements Academy maintain up to date records of pupils and 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.

We believe it is as important to record positive behaviours as well as concerns. We use Arbor, CPOMS and Compass to record pupil information.

## 17. Search Procedures for Pupils

Staff may determine that a pupil may need to be searched prior to entering Elements Academy, in order to ensure the safety of themselves, 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.

## 18. Guidance for searching pupils

Searching can only be authorized by the Head Teacher.

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).

## 19. Procedure for searching pupils

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 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

A Senior Leadership Member will then decide as to next steps.

## 20. Pupils who abscond

Below outlines the process that will take place should a child abscond from Elements 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 always remain within the care of Elements Academy throughout the school day and during school-led activities.

Where a pupil, present at registration, is found to be absent from Elements Academy without authorisation the following procedures should be followed:

a) Where it is unclear where the child/pupil is:

- Member of staff to inform Headteacher or member of SLT, and Elements Academy admin office.
- Headteacher or member of SLT organises search of buildings and known places that the pupil may have gone to.
- If the pupil is not found then all available staff to complete a more thorough sweep of the building and check the perimeter of the grounds.
- Office staff to phone the police when the area has been fully checked if the child is not found.
- SLT 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 must take mobile phones 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.
- Member of SLT to brief police (if they have been contacted) and parents.

b) 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 pupil to the perimeter fence or gate and must try to persuade the pupil to stay in the Academy.

If a pupil is deemed to be a high risk to themselves or other people then staff should adhere to the Physical intervention Policy with reference to holding the pupil, if appropriate.

- At all times staff must be aware that active pursuit may encourage the pupil 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 pupil has left the immediate vicinity of the Academy, the Headteacher or SLT members must be contacted immediately and the lead person will direct the course of action.
  - Staff will follow the pupil at a safe distance if in view.
  
  - The SLT lead may direct additional staff to join the search in a vehicle, taking a mobile phone to contact Elements.
  
  - The SLT lead will ensure contact is made with the pupil's parents/carers. If the searching staff lose sight of the pupil, they must contact the Academy office giving details of their location and the clothes which the pupil 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 decide as to how to take matters further which will take into account the age of the pupil, 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 pupil 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 pupil is calm, the pupil 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.
- c) 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 to manage the risk.
  
  - Wherever safe to do so, staff should attempt to calmly follow the pupils and engage them in conversation in order for them to return to the group.
  
  - Staff will follow the pupil at a safe distance if in view.
  
  - Staff should only leave other pupils 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.
  
  - At all times however, staff must be aware that active pursuit may encourage the pupil 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 pupil 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 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 pupil or the return of the pupil.
- If the pupil 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 pupil is calm, the pupil 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.

## 21. Dealing with pupils who climb

There are a number of pupils within our Academy that have a history of climbing. These pupils will climb onto roofs, up fences, trees or onto other objects. Where a pupil is a known "climber", this will be identified clearly in their risk assessment. Elements 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. 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 pupils are known to climb.
- Appropriate physical intervention by staff using Team Teach techniques. Despite these measures, occasionally, some pupils 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 pupils 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 may be summoned to talk to the child.
- Staff and pupils not required to be involved in the incident should leave the area and hence 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 pupil has climbed onto a building other than that of Elements Academy building, the occupants of that building should be informed.
- If another building is affected, i.e., if the pupil is in close proximity to another building that is occupied, then people in that building should be informed to ensure that they are reassured that the incident is being dealt with and that they do not respond in a manner that may worsen the situation.
- 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 supportive conversation that could include therapeutic and/or restorative conversation which will explore:

- 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 recurrence.
- How the child's Personal Handling Plan / risk assessment could be amended to prevent this happening again.
- Parents should be informed of the incident.

## 22. Use of soft rooms

Use of soft room rooms as part of a planned strategy where available.

In Elements Academy, we plan to have rooms that are used as part of a planned strategy of behaviour intervention that are known as various things such as:

- Calm Rooms
- Reflection Rooms
- Soft Rooms

For the purpose of the rest of the document, these will be referred to as "Soft Rooms".

These rooms may be used for a number of reasons, including:

- Providing a safe and calm space where a child can go by themselves or be directed to in order to avoid escalation in their behaviour;
- Providing a safe and space away from other children where a child can be helped and supported when in crisis- In these circumstances, the child will always be supervised and supported;
- The child will always be supported in the room – i.e. staff available to them at all times
- Where a child/young person has been identified as likely to require the use of the soft room, this should be clearly noted in their Support to Self-Regulate Plan (STSR). This should be explained to and shared with parents/carers when these plans are written;
- Some children/young people may use the soft rooms independently as an area where they can take "time out" in order to manage their own behaviour. Where this strategy has been agreed, it should be clearly written down in their BP. Arrangements for how these children will be supervised must also be clear and included in the appropriate plan.

## 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.

#### **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.

#### Academy Expectations

The Academy Expectations are clearly stated in the Behaviour/Relationship 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.

#### 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/Relationship Policy is to be published on the academy's website and distributed to all members of staff.