CONSILIUM EVOLVE

Behaviour

Policy

2026/2027

PARTNERSHIPS | OPPORTUNITY | INTEGRITY | EQUITY | EXCELLENCE | PEOPLE-CENTRED

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Consilium Evolve

Enriching Lives, Inspiring Ambitions

Introduction

As part of Consilium Academies, this school follows the Trust's overarching behaviour policy, which is in line with the Department for Education (DfE) guidelines on behaviour in schools.

These local arrangements provide further clarity on how our school will implement the relevant Trust-wide policy, outlining the school's core values, behavioural expectations, praise systems, responses to poor behaviour, and strategies to address contributing factors including Special Educational Needs and Disabilities (SEND).

Academy Culture and Values

At Consilium Academies, we are fully committed to maintaining the highest standards of behaviour across all our schools. We are resolute in ensuring that no student's learning is ever hindered by the behaviour of others.
We strive for every student, regardless of their background, to become courageous, curious, and independent thinkers. Through an academically rigorous curriculum that balances a broad range of knowledge and skills with deeper understanding, we provide a rich educational experience that helps students grow, explore new interests, and develop their character. Ultimately, we aim to help them discover their unique potential and "find their remarkable".

At Consilium Evolve, we aim to provide a framework in which there is an understanding of school-based avoidance. We seek to extend our knowledge and use this to inform our response to adverse childhood experiences so that students can heal, thrive, learn, and make progress. We recognise that behaviour and communication are particular to developmental stage and can be trauma related. We believe that:

- All behaviour is a form of communication or an expression of need. We aim to support children to understand their emotions and develop self-regulating skills and coping strategies that enable them to communicate, and therefore behave, in an appropriate way.
- Students are more successful when their needs are understood and met allowing them to self-regulate and behave well, and that their effort to manage themselves and their behaviour should be recognised and acknowledged by adults and their peers.
- Students need a personalised approach to support them to manage their behaviour, and consideration must be given to sensory and emotional needs, past and current trauma, levels of stimulation and engagement.
- Mistakes are part of the learning process, and we recognise that all our students are at various stages of their development. We do not pass judgement – instead, we review and acknowledge, ensuring all adults are doing everything we can to ensure students' needs are met. All staff ensure consistent application of this policy, keeping clear boundaries and maintaining high expectations, thus promoting trusting and mutually respectful relationships.

At our school, we believe that a thriving learning environment is built on the foundation of shared values:

Character, Communication and Community

These principles guide our expectations for behaviour and interactions within our school community.

- **Character**: we build character by showing courage, resilience and responsibility. We believe in ourselves, learn from our experiences and strive to be the best version of who we are every day.

- **Communication**: we communicate with honesty, respect and kindness. We listen to understand, express ourselves with confidence and work together to build positive relationships.

- **Community**: we are a community where everyone belongs, feels valued and supports one another. We celebrate our differences, work together and make a positive contribution to the world around us.

Encouraging Positive Behaviours / Communication

> *"The ability to form meaningful relationships is fundamental to mental health and happiness. It's the quality of contact we have with other people that is arguably the most important determining factor in our quality of life. We can only truly develop ourselves through relationships with others."*
>
> Trauma Informed School UK, 2019

All Evolve staff are responsible for adhering to positive practice that promotes holistic student progress. This based on the understanding that students make optimum progress when staff are fair, flexible, trusting and respectful.

The staff team will:

- Consistently model expected behaviour.
- Have high expectations of students behaviour.
- Encourage positive behaviours and challenge anything unacceptable.
- Ensure that Consilium Evolve is a place where everyone is accepted for who they are, we are tolerant and understanding of differences.
- Strive to ensure a calm, purposeful and orderly learning environment.
- Endeavour to develop positive and supportive relationships with all students.
- Routinely share and record examples of students demonstrating our values and making positive contributions to school life. This could be during lessons, via text or phone call with parents/carers and in our 'Rest, Restore and Acknowledge' session at the end of each day.
- Plan each activity to ensure the aims and instructions are clear.
- Communicate on a regular basis with each other to ensure difficulties are contextualised and that well-focused support strategies are implemented.
- Ensure that the entire curriculum is planned to ensure coverage of personal, social and emotional issues that may affect students.
- Implement restorative meetings between students where possible.
- Share good practice.
- Foster close links with parents/carers to ensure mutual and effective support for all students.
- Ensure both formally and informally, the maintenance of close links between home and school.
- Work closely with external agencies/dual registered school to provide support for all students.

Restorative Approach

Wherever possible, we seek a restorative approach to all negative incidents. This process does not assign blame but encourages the students to look at their own and others' behaviours with a view to providing a positive outcome for all involved. Following a significant incident, the student/s and their parent/carer may be invited to a meeting at which it is decided whether the Restorative Approach should be offered.

A Restorative meeting may then be arranged at which the student is encouraged to think about the following:

- what happened
- how they felt at the time
- who was affected by what happened
- how they feel about it now
- repair and the future

This process may be repeated with as many students as were involved and it may culminate in a group session where everyone is encouraged to contribute to the repair process. By using this approach, students are taught to reflect and take responsibility for their own actions.

Around the academy expectations

Our communication: acknowledgements and reviews

Our method is clear and simple: we ***Acknowledge*** behaviour that deserves recognition, and we ***Review*** *behaviour* that needs to be reflected upon. We align these with our school values of Communication, Character, Community, Excellence.

The school will balance their legal duties when making decisions about enforcing our behaviour (communication) policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled student caused by the school's policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of students with SEND (Children and Families Act 2014)
- If a student has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, Consilium Evolve will anticipate, as far as possible, all likely behaviour and de-regulation triggers and put in place support to prevent these from occurring.

Our staff follow a basic process when students are experiencing emotional dysregulation:

- Is the student safe?
- What does the student need at that time to bring their thinking back 'online'
- Co-regulate – Connect
- Seek and source support if required

Classroom expectations

Recognising Achievement – Seen. Known. Valued.

Consilium Evolve exemplifies the core values of acknowledging and honouring student accomplishments. By placing emphasis on each student's efforts and progress rather than fixating solely on outcomes, we support an environment where every individual feels valued and empowered. This approach not only helps to cultivate self-esteem but also nurtures intrinsic motivation, encouraging students to pursue personal growth rather than seeking external validation.

At Consilium Evolve, we firmly believe in the inherent worth of every student and take pride in our collaboration with them in their educational journey. While we acknowledge the significance of achieving goals, we prioritise celebrating the dedication and hard work and effort invested by students, underscoring that their personal endeavour holds true significance. This approach ensures that students develop a healthy perspective on self-worth, valuing their individual effort and achievements beyond academic outcomes.

Once a student's personal achievements are acknowledged, we celebrate within our school community through including acknowledgment across the entire school, communication with families through phone calls and postcards and the provision of personalised end-of-term rewards, accompanied by expressions of gratitude to families for their unwavering support throughout the term.

Uniform

A school uniform plays an important role in promoting a sense of unity, self-confidence, and a feeling of belonging within the student body.

At Evolve we have a simple approach to our uniform style and approach so it's comfortable, practical, and affordable. Our uniform consists of:

- Plain black trousers, joggers, leggings or skirt
- Plain white polo shirt
- Consilium Evolve black sweatshirt
- Plain black shoes or trainers.

For safety reasons, we require **all facial piercings to be removed** and no more than one set of simple stud earrings should be worn.

Punctuality and lateness

The Evolve school day begins at 8:40 and it is expected that all full-time students are in school and ready to learn by this time.

Food and drink

Consilium Evolve believes in a healthy eating policy. Students are not allowed to bring into school any items such as fizzy drinks, energy drinks or other food and beverage items which are not classed as healthy products. Students are welcome to bring in a refillable water bottle to fill in our kitchen facility.

Vandalism and damage to property

Students are expected to respect the school environment, resources, and the property of others. Acts of vandalism or deliberate damage to property are taken seriously, as they undermine the safety and wellbeing of the school community.

- Definition: Vandalism includes any deliberate or reckless act that causes damage to school buildings, furniture, learning resources, or personal belongings.
- Response:
  - -The incident will be investigated promptly and fairly.
  - -Students will be supported to understand the impact of their actions and encouraged to take responsibility.
  - -Wherever possible, a restorative approach will be used. This may include:
    - Apologising to those affected
    - Helping to repair or clean damaged items
    - Contributing to the cost of repairs or replacements
  - -Sanctions may also be applied in line with the school's graduated response, taking into account the student's needs and circumstances.
- Prevention: Staff work proactively to teach respect for property, provide safe outlets for frustration, and create a school environment where students feel ownership and pride.

Mobile phones and electronic devices

As part of our shared commitment to safeguarding, we require **all** students, without exception, to hand their mobile devices to a member of staff on arrival at school, and they will be returned when the student leaves for the day.

Bullying and anti-social behaviour

We will always deal with incidents of anti-social behaviour and bullying swiftly. Anti-social behaviour and bullying may include verbal, physical, sexual or cyber bullying. Appropriate staff will deal with all incidents in a swift and robust manner. We will regularly promote students speaking out and create a culture where students are encouraged to talk to a member of staff if they are concerned or worried about such incidents.

We promote and instil the fundamental British values of democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs in all its forms through our curriculum. We make use of our curriculum and Crew sessions to reiterate clear anti-bullying messages. Restorative approaches are used to serve as a clear message that we will not tolerate any form of bullying. Suspension may be considered in serious cases.
As appropriate, we will encourage students to:

- tell an adult whenever they have concerns
- walk away and seek immediate support from a trusted adult when confronted with bullying.
- support each other by intervening safely or accompanying someone who is experiencing bullying to report it.
- articulate their feelings and experiences clearly, ensuring they feel heard when discussing incidents with staff or peers.
- report any incidents of bullying.
- delete or block any unwanted messages or friends who leave inappropriate comments on social media.
- never respond to harassing or rude texts, emails or blogs.
- use privacy settings properly.

Behaviour beyond the school gate

Students within Consilium Academies are expected to represent our values and uphold the high standards of behaviour both on their way to and from school, and while wearing our school uniform. We believe that our expectations extend beyond the school gates, and we expect students to conduct themselves with the same respect and responsibility in the wider community as they do within the school.
If a student's behaviour falls short of these expectations, the same behaviour procedures outlined in our policy will be followed.

Weapons and banned items

- Bladed Items: Knives, box cutters, razors, or any sharp instruments.
- Firearms and Imitations: Guns (including replicas and BB guns).
- Explosives: Fireworks, flares, or any explosive materials.
- Blunt Instruments: Batons, hammers, or heavy objects that can be used to inflict harm.
- Other Weapons: Tasers, pepper spray, or items designed to incapacitate.
- Tools like screwdrivers, scissors (unless school-issued and monitored), or metal rulers.
- Any object that could be adapted as a weapon (e.g., chains, padlocks, or belts with heavy buckles).
- Illegal Drugs: Any form of illegal narcotics or psychoactive substances.
- Alcohol: Any form of alcoholic beverages.
- Prescription Drugs: Unless declared and securely stored by staff, with administration overseen by the school.
- Other Substances: Solvents, aerosols, or any items that could be used for inhalation or self-harm.

Screening, searching and confiscation

- Any item brought into the school with the intention of the item being sold or passed on to other students which in the school staff's opinion will cause disruption to the school or be detrimental to school practice will be confiscated.
- Carbonated, caffeinated and energy drinks are not permitted in school, and they will be confiscated if seen. These will be put in the bin and not returned.
- School staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to learning.
- Any confiscated food or drink will not be returned to the students and will be destroyed or asked to be collected by

parents.

- Items confiscated by school such as jewellery and mobile phones will be securely locked away in a safe place and can be collected by students at the end of the day.
- If at the end of the school year items have not been reclaimed, the academy reserves the right to destroy the item.
- Where the school finds controlled drugs, these will be delivered to the police as soon as possible but may be disposed of if the Head of School believes there is a good reason to do so.
- Where a member of staff finds tobacco, cigarette papers, vapes or alcohol they will dispose of them.

Modified timetables

In exceptional cases, where it is in the best interest of a student, a temporary part-time timetable may be implemented to address their specific needs. This might be necessary, for instance, if a medical condition prevents a student from attending full-time education, and a part-time timetable is part of their reintegration plan.
Any modified timetable will be reviewed every two weeks or in line with any reintegration package to ensure it remains appropriate. The aim is for these arrangements to be in place only for the shortest time possible, and they should not be considered a long-term solution.

Reasonable adjustments and SEND

At Consilium Academies, we recognise that some students with Special Educational Needs and Disabilities (SEND) may face unique challenges that can impact their behaviour.
In line with our commitment to inclusivity and equality, we are dedicated to making reasonable adjustments to support these students in managing their behaviour effectively. This may include tailored strategies, additional support, or modifications to the environment that help students overcome barriers and engage more positively with the school community.
We work closely with SEND teams, parents, and external professionals to ensure that adjustments are appropriate and that every student is given the opportunity to succeed and thrive within the school setting.

Academy contacts for behaviour

Principal/ Designated Safeguarding Lead	Karyn Taylor	Send to FAO: evolveoffice@consilium-at.com 0191 9200010 (reception)