

# Behaviour Policy

2023/2024

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

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Consilium  
Evolve

*Enriching Lives, Inspiring Ambitions*

## Evolve Academy Expectations: Behaviour is Communication

At Evolve, we aim to provide a framework in which there is an understanding of school-based avoidance, attachment, and trauma. We seek to extend our knowledge and use this to inform response to adverse childhood experiences so that pupils can heal, thrive, learn, and make progress,. We recognise that behaviour is particular to developmental stage and often trauma-informed. All staff work hard to be consistent in this policy's application, keeping clear boundaries and maintaining high expectations, thus promoting trusting and mutually respectful relationships.

At Consilium Evolve, we believe that:

- All behaviour is a form of communication or as an expression of need. We aim to support children to understand their emotions and develop coping mechanisms that enable them to behave in an appropriate way
- Pupils 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.
- In supporting emotional development and self-regulating skills pupils can learn to improve their behaviour.
- Often new behaviours and habits are hard to shape and re shape, therefore we believe new behaviours have to be given time and effort to form.
- Pupils 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 pupils are at various stages of the developmental process. We do not make a judgement about it – instead, we review and acknowledge ensuring all adults are doing everything we can to ensure need is met.

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

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

Our method is clear and simple: we **Acknowledge** behaviour that deserves recognition, and we **Review** behaviour that needs to be reflected upon. We divide these into Communication, Character, Community, Excellence.

It is imperative we understand how we can offer the pupils the security and relationships needed to meet the individual wellbeing and mental health needs and guide them along their journey in becoming independent, resilient, life- long learners. We recognize that behaviour may be impacted by SEND, often as a form of communication If they are unable to verbalise.

The school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))
- If a pupil 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.

The stage of emotional development and additional needs of a pupil will determine their ability to self-regulate and their readiness for learning. Consilium Evolve offers a stable environment in which vulnerable young people can work towards academic progress and a fulfilling place in society, whilst becoming more emotionally and socially independent. This Behaviour is Communication Policy emphasises the importance of acknowledging academic, social and emotional progression involving pupils, parents and carers to provide a safe, welcoming and inclusive environment.

Working in partnership with stakeholders is a very high priority. We believe that parents know their children best and we are committed to working in partnership to identify the best way of providing support for everyone in the school. The concerns of parents/carers will be listened to, in a non-judgmental way and acted upon where possible so that the needs of their children are effectively met.

### **Encouraging Positive Behaviours / Communication**

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

*“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

- Staff model expected behaviour.
- Staff have high expectations of pupil’s behaviour.
- All lessons encourage positive behaviours and anything unacceptable is challenged.
- The entire curriculum is planned to ensure coverage of personal, social and emotional issues that may affect pupils.
- Staff are continually catching pupils ‘being good’ and ‘making positive contributions’ to school life. Staff effectively share this across the school during lessons, with parents and in the ‘acknowledge’ session at the end of each day.
- Positive interaction and communication with home and external agencies is of paramount importance.

### **The staff team will:**

- Ensure that the Consilium Evolve is a place where everyone is accepted for who they are, we are tolerant and understanding of other differences.
- Strive to ensure a calm, purposeful and orderly learning environment.
- Endeavour to develop positive and supportive relationships with all pupils.
- 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.
- To implement restorative meetings between pupils where possible
- Share good practice.
- Foster close links with parents/carers to ensure mutual and effective support for all pupils.
- 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 pupils.

### **Restorative Approach**

Wherever possible, we seek a restorative approach to all incidents. This process does not assign blame but encourages the pupils to look at their own and others’ behaviours with a view to providing a positive outcome for all involved. Following an incident, the pupil/s and their parent/carer are 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 pupil 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 pupils 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, pupils are taught to reflect and take responsibility for their own actions.

### **Recognising Achievement – ‘We see you’**

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 foster 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. Recognizing that students often associate their value with completing tasks, we make a deliberate effort to shift the focus towards acknowledging their efforts. While we acknowledge the significance of achieving goals, we prioritize celebrating the dedication and hard work 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 mere outcomes.

Once a student's personal achievements are acknowledged, we celebrate within our school community through various avenues:

- Acknowledgment across the entire school
- Communication with families through phone calls and postcards
- Provision of personalized end-of-term rewards, accompanied by expressions of gratitude to families for their unwavering support throughout the term.

