



Behaviour Principles (including suspensions and exclusions)

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Purpose

Eko 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 policies of each school by providing a written statement of general principles relating to behaviour and discipline, taking into account the needs of all staff and pupils.

It is used to guide Eko Trust School's Head Teachers in drawing up each school's individual behaviour policies. The production and implementation of each Trust School's Behaviour Policy is the responsibility of the Headteacher, with the support from the Local Governing Body.

Our Trust Vision for Behaviour

Every member of our community is empowered to learn, to be ambitious, to be resilient and to embody the following values with regards to behaviour:

Vitality - All Trust staff to respond with energy, compassion and consistency when confronted by challenging behaviour

Optimism - To encourage the pursuit of excellent behaviour at all times to enable best possible progress in all aspects of their educational life, and be prepared for the next stage of their educational journey

Integrity - To encourage all members of the Trust community to respect and value the many and varied differences between each other

Courage - To support and challenge vulnerable pupils who present with challenging behaviours to develop ownership and a sense of responsibility

Equity - To establish a fair, open and consistent set of rules meeting the individual complex needs surrounding behaviour (including SEND behaviour) in our Trust schools

Our Trust Aims for Behaviour across schools

We believe that high standards of behaviour and attendance lie at the heart of a successful school which enables:

- all of its pupils to make the best possible progress in all aspects of their educational life, and beyond;
- all staff to teach and promote good learning;
- sharing of expertise and specialist support across our Eko schools.

In Eko Trust we are passionate about nurturing, growing and developing people. We recognise that positive relationships, developed in a calm and constructive learning environment are essential for our learners overall progress. It is the aim of the Trust that every member of the Eko community feels valued and respected and that each person is treated fairly and well.

We are committed to the creation of teaching and learning environments where the learning, social and personal needs of our pupils are adequately addressed. We aim to empower the learners to achieve in an atmosphere of safety and mutual respect. All members of our Trust community are fully committed to working together to establish a positive 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.

As a fully inclusive Trust we understand the importance of self regulation, alongside social and emotional development; supporting this through trauma informed practice and Thrive. By removing barriers to learning, including those which have become entrenched for some, we work to support inclusion. In the exceptional circumstances where a pupil is at risk of placement breakdown, there will be inter-school placements (within Eko) as a short term and time limited adaptation to repair and adjust provision allowing time for assessment and provision review. Any inter-school placement will be time limited and specified as well as reviewed weekly.

It is accepted that behaviour management and good discipline is a whole school responsibility. The behaviour policy must be shared and understood by all. Key principles include:

Learners as individuals and members of the school/Eko community are expected to:

- be respectful of themselves, others, the environment and of other peoples' points of view;
- be responsible for and work to improve their own behaviour, and support their peers to do the same;
- be safe and adhere to school rules and follow staff instructions;
- be ready to learn

All our staff have a right to:

- teach without undue disruption
- learn how to improve their practice
- feel physically and emotionally safe at all times
- be treated with dignity and respect at all times
- express their feelings in an appropriate way

All staff are expected to:

- treat learners with fairness and respect at all times;
- model appropriate behaviour;
- maintain high expectations of learners;
- recognise and reward appropriate behaviour
- challenge behaviours which do not adhere to school expectations
- be consistent in approach and language, including using the rewards and sanctions systems.

As a result:

- All pupils, staff and visitors are free from any form of discrimination;
- Staff and volunteers set an excellent example to pupils at all times;
- Motivators/rewards, sanctions and positive handling are used appropriately and consistently by staff, in line with the behaviour policy;
- Suspensions and exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions/suspensions, with reference to [Eko Suspensions and Exclusions Policy.docx](#) [Head teacher checklist to support decision making](#) ;
- Pupils are helped to take responsibility for their actions;

- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life;
- All members of the school community should be considerate towards the learning needs of each individual and supportive of the school as a learning community;
- Pupils whose behaviour and attendance may deteriorate due to circumstances outside of their or the schools' direct control (such as bereavement, abuse, divorce, separation of parents) should be identified and supported. This includes interventions for children at risk of/involved in exploitation including county lines;
- Key interventions: i.e. THRIVE/Restorative Justice and group work across the Trust, are used appropriately, meeting the complex individual needs of our pupils and communities;
- All schools will ensure that all incidents of bullying, including sexual harassment and/or violence, are met with a suitable response, and never ignored. Pupils are encouraged to report anything that makes them uncomfortable. The school's response will be: proportionate, considered, supportive and decided on a case-by-case basis.

The Trust expects each school's behaviour policy and any related policy or procedure to be produced in accordance with equality legislation and the duty to eliminate discrimination.

Contents of the Behaviour Policy: The Trust offers guidance that the school behaviour policies should contain:

- the school rules;
- details of how good/positive behaviour is promoted, including acceptable motivators/rewards;
- details of how unacceptable behaviour is discouraged, including restorative justice and consequences;
- details of how serious and persistent unacceptable behaviour will be managed (including possible use of positive handling/reasonable force and searching);
- details of the suspensions/exclusion policy;
- details of SEND, Inclusion and Disability Equality in relation to positive behaviour. It should reflect the shared aspirations of all members of the school community, including those with additional needs (including SEND);
- reference to additional safeguarding risk factors and support, including details of when police may be called (eg [When to call police guidance for schools and colleges.pdf](#));
- mention of and reference to the anti-bullying policy.