



# The Eaglewood School

*“Raising Aspiration and Changing Lives”*

## Recognition, Relationship and Behaviour Policy

A shift in the culture of school behaviour

## POLICY DETAILS

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<b>Persons/Committees consulted whilst document in draft:</b>	Headteacher and Governing Body
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<b>Headteacher Target Audience:</b>	All Staff; All Students; Parents; Commissioning Schools; Local Authorities

### Amendments

Amendment made Nov 2023 to include Behaviour Offsite

### Policy Review

This policy will be reviewed **Biennially**.

## Background

Following the school's Recognition, Relationship and Behaviour working party during the summer of 2020 and our subsequent review of working practices we have created our Recognition, Relationship and Behaviour Policy which aims to provide a safe and nurturing environment for students and staff. This policy will be reviewed biennially.

## Our Vision

The Eaglewood School is an Alternative Provision Free School helping students from Year 6 to Year 11 who struggle to learn in a mainstream educational environment. Recently judged Good in all areas by Ofsted, July 2019, we are a very unique provision. We focus on the barriers to learning of our young people, teaching them not only academically but also emotionally. Students at Eaglewood have regular input on social and emotional regulation, resilience and self-esteem as well as the more traditional academic subjects. By making sure all of our students are **Academically Ready, Emotionally Prepared** and **Feel Good** about their next steps we fulfil our mission statement of **Raising Aspiration and Changing Lives**.

Eaglewood is one of the newest schools in Hampshire, we have created an environment for students to feel safe and supported whatever the issues they are facing. This environment is a key factor in building the trust and developing the relationships which are imperative in order to bring about change. Eaglewood quickly becomes the change catalyst students require when the stresses of mainstream education become too much for them. For some students, many schools appear too big, too busy, too loud or just too confusing for them to cope with. We recognise one size does not fit all, and offer a safe, kind and caring environment which allows students to develop at different ages, at different rates and in different ways

*"Pupils enjoy School, they feel safe and value the support they receive from staff. The school's culture is one of tolerance and respect, where pupils are encouraged to be thoughtful and considerate "* **Ofsted report July 2019**

## Key Principles

- We believe 'One Size does not fit all' and therefore our aim is to treat our students as individuals.
- We must adapt, adjust and learn to support, care and love as an Eaglewood family to ensure our children are prepared for their future adult life.
- We understand that every behaviour a child displays is them communicating to us an emotional need. We must address this need as well as manage the behaviour.
- We recognise that we must create a culture and environment where our students and their families are supported through the various phases of their flight path with us.
- We aim to prepare students to either return to mainstream education, move to a specialist provision or in some cases remain at Eaglewood. Whatever their end goal we will endeavour to support them.
- EQ is an integrated part of our curriculum and our bespoke ASPIRE curriculum supports the teaching and learning of emotional literacy to our students.
- Our ASPIRE Reward scheme targets our students to work on their emotional literacy during lessons and when interacting with peers and other members of staff. It is based on the Eaglewood Etiquette (Appendix 2).

## The Key Eaglewood Rules

In order to foster a safe and caring environment for students and staff we all follow the three Eaglewood rules:

- **To be ready** – are you ready both physically and mentally to start the school day? Students are asked to wear a simple and comfortable uniform (<https://eaglewood.hants.sch.uk/about-eaglewood-school/parents/school-uniform/>), having the correct uniform means students have made the right decision even before getting to school, they are ready! Being mentally prepared for a lesson is important, staff are here to support you if you are struggling to be ready for a lesson.

- **To be respectful** – are you showing the respect you would want others to show you? To expect help you must first trust, to trust you must have respect. We will show you respect and will support you in learning how to show that same respect to others.
- **To be safe** – our school needs to be safe for everyone in it, we expect all staff and students to treat the school environment with care to make it a pleasant place to learn. We also expect it to be a safe and nurturing place for students and staff to express their differing views and opinions.

### Linked Policies

- Child Protection Policy
- Safeguarding Policy
- Anti Bullying Policy
- Exclusions Policy
- SEND Policy
- Health and Safety Policy
- Use of Reasonable Force Guidance

### Behaviours we expect from students

- Students late to school will be late home. (In agreement with parents/carers)
- Students remove and leave outside coats and bags on entry to school.
- Students leave phones on entry to school.
- Students are required to wear the correct school uniform.
- Students not ready for school will be asked to return to Owls program.
- Students will adhere to our 3 key rules at all times.
- Students are encouraged to apply the Eaglewood Etiquette.
- Students are encouraged to manage their feelings appropriately.
- Students are encouraged to utilise catch up support for work missed.
- Students are expected to keep our school a safe place for everyone.

- We are a smoke and vape free school and ask students to respect our local neighbours and not smoke or vape outside the school gates or in front of our neighbours houses.

### What students can expect from staff

- To be treated as an individual and with respect and dignity.
- To be given high quality teaching.
- To be supported in developing your emotional literacy as well as your academic ability.
- To be kept safe.
- To be taught how to behave appropriately and to be rewarded for positive behaviour.
- To be supported in creating positive relationships with staff and peers.
- To acknowledge when they have made a mistake in judgement.
- To always be welcomed.
- To give you tools to successfully learn to manage your own emotions and behaviours.

### Restore Redraw Repair

We challenge behaviour sensitively. Changes in behaviour will take time, kindness' and care. We recognise students as individuals. Each of our students will have many different life experiences to date and therefore the response to their challenging behaviour will be on an individual basis. We promise to listen. We understand we may not have an immediate solution. We can learn together to move forward. We can become better to understand our emotions. These are just some of the ways we can begin to understand and help manage feeling and challenging behaviours.

Time to reflect can be key. Patience to resolve issues are a must in most circumstances. The right mind set enables students to be ready to redraw and begin to repair the relationship.

Our practice ranges from a cup of tea – to a walk and talk – to a mini restorative – timeout rest bit reflection – Owls program – 24 hrs on restorative conversations. These are just a few examples. Exclusion from school in our opinion does not help the relationship rebuild. However, in extreme examples we have used this to enable time to reflect and prepare for a formal reintegration meeting. Although this is very rarely used as a solution to challenging behaviour at our school.

### Recognition rewards

Recognition rewards for students are very important and form a large part of monitoring the changing behaviour of our students. Recognition rewards reinforce our expectations. Emotional literacy is the corner stone of our work and the Aspire curriculum threads itself throughout our school day. Recognition slips can be collected in and out of lessons. These slips are collated to award prizes for the student. The number of recognitions slips also form part of our reporting process to parents/ carers and the students home school. As part of assessment and planned interventions we can assess progress of our students via the Recognition system.

### Consequences

We believe in giving our students the necessary tools to get it right. However there are times when this doesn't work and things may go wrong. If this happens our students can expect the following consequences:

- Verbal reminders of The Key Eaglewood Rules. Ready, Respectful and Safe.
- Calm verbal warnings explaining why the behaviour is undesirable and what we can do to help with the right decision making. How can we help you get this right?
- Time out to calm down and reflect on what may have gone wrong.
- Parental contact via Telephone calls if necessary.
- Respite with our Relationship Mentor.
- One to One Wellbeing sessions.

- Restorative Conversations to rebuild relationships.
- A meeting with the Headteacher or Deputy Headteacher with or without parents/carers.
- Modified timetable.
- We will not accept any comments or activities deemed racist, sexist, or offensive to any religion or culture, gender preference or sexuality and students will face a consequence for doing so.
- The Police may be called if we ever feel that the safety of students or staff is at risk. We do not need parental permission before calling the Police with regards one of our students but parents will be contacted in the event of the Police having to attend the School site.

### Break & Lunchtimes

Students are not allowed to leave the school site. We have a range of ages and therefore our site is very secure. Any students leaving the site will be spoken to by the Headteacher or the Deputy Headteacher. The safety of our students is paramount – leaving the site is not the safe option to dealing with emotions. Students are encouraged to recognise their triggers and seek support. Time will always be given to students when asked for, this is a learning opportunity not to be missed. This is a key opportunity to helping them manage their feelings. Our staff are very skilled in supporting students and will always make time to listen and support when asked.

Making the right decisions is always a challenge in life. Learning from the wrong decisions is key to making progress at this age and stage of their development.

Damage caused to doors and fencing if a student leaves site will be charged for. These are the consequences of our actions and an opportunity to understand the true costs of our decisions.

Facing the consequences is part of making the right decisions and accepting the help which is always there if the student is prepared to trust our staff.



## Smoking and Vaping

As a Hampshire school we adhere to County regulations, Eaglewood School is a smoke free site.

We would also ask students not to smoke outside the school gates or as groups outside our local neighbours' houses.

## Drugs

We will not accept the suspected possession/misuse of either illegal or legal substances or drug paraphernalia and will inform the relevant external agencies if and when these situations occur. See below 'Serious and Threatening Breaches of Behaviour'.

## Bullying

We will not accept any forms of bullying in our school community. Please refer to our Anti Bullying Policy for more details on how the school combats bullying.

## Serious and Threatening Breaches of Behaviour

In serious instances it may be appropriate to report the incident to the Police. Such instances would include: threatening behaviour; the possession of unlawful weapons; theft; drug dealing and abuse. The Headteacher's consent is required before any contact with the Police is made.

(DFE guidance Searching, Screening and Confiscation (2018)) The Headteacher, and staff authorised by him, has statutory power to search a pupil, his/her bag, locker and desk if there is reasonable concern that a student is in possession of:

- Knives or weapons;
- Alcohol;
- Illegal Drugs;
- Stolen items;

- Tobacco and cigarette papers;
- Fireworks;
- Pornographic images;
- Any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury, or damage to property; this includes having inappropriate material on your mobile phone or electronic device.
- Any item banned by the school rules (see Prohibited items below) which has been identified in the rules as an item which may be searched for.
- Any article that has been used, or is likely to be used, to commit an offence including mobile phones;
- Any article that has been used, or is likely to be used, to cause personal injury or damage to the property of, any person including the pupil

School staff can search pupils with their consent for any item.

Schools are not required to have formal written consent from the pupil for this sort of search – it is enough for the teacher to ask the pupil to turn out his or her pockets or if the teacher can look in the pupil’s bag or locker and for the pupil to agree.

If students consent to a search, the search must be conducted by a member of staff, authorised by the Headteacher, and of the same gender as the student. There must always be 2 members of staff present during the search. The second adult should ideally be of the same sex as the student searched.

There is a limited exception to this rule. A member of staff carry out a search of a pupil of the opposite sex and / or without a witness present, but only where there is reason to believe that there is a risk that serious harm will be caused to a person if you do not conduct the search immediately and where it is not reasonably practicable to summon another member of staff.

Searches without consent can only be carried out on the school premises or, if elsewhere, where the member of staff has lawful control or charge of the pupil, for example on school trips in England or in training settings.

### **Physical Intervention**

Reference: 'Use of Reasonable Force Advice for headteachers, staff and governing bodies 2013' <https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>.

See Use of Reasonable Force Guidance.

The Eaglewood School has a duty of care toward both students and staff. It is therefore the expectation that all reasonable approaches would be taken to de-escalate a situation without the use of physical intervention.

Physical Intervention may be used to prevent pupils:

- from hurting themselves;
- from hurting others;
- from damaging property;
- from causing disorder.

Any member of staff is permitted to use reasonable force. Reasonable adjustments will be made for disabled children and children with special educational needs (SEN).

### **Prohibited Items**

Students are forbidden to bring prohibited and illegal substances, including potentially dangerous items, into the school including:

- Knives or weapons;
- Alcohol;
- Illegal Drugs or drug related paraphernalia;

- Stolen items;
- Tobacco and cigarette papers;
- Fireworks;
- Pornographic images;
- Inflammatory/racist/radicalising images or music
- Any article that has been used, or is likely to be used, to commit an offence;
- Any article that has been used, or is likely to be used, to cause personal injury.

### Damage to Property

Students will be charged for the cost of repair or the replacement of any property on school grounds. A letter will be sent home requesting co-operation in ensuring payment is made. If the damage is deliberate or malicious then an action for criminal damage may be pursued.

### Behaviour Offsite

Students are expected to follow our school rules (to be ready, respectful and safe) at all times when they are:

- On the school site.
- Taking part in any school-organised or school-related offsite activity (e.g. outdoor education, fishing etc)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a student of our school

Students should ensure their behaviour outside of school does not pose a threat to another student, have repercussions for the orderly running of the school or adversely affect the reputation of the school.

Students travelling by the Eaglewood school minibus must adhere to the school's Minibus Code of Conduct – Appendix 1.



## **Appendix 1 – The Eaglewood School Minibus Code of Conduct**

**By accepting travelling assistance, you are agreeing that your child will comply with this Code of Conduct.**

### **Pick-up/drop-off points and times**

You are entirely responsible for the safety of your child between home and the pick-up point specified by The Eaglewood School.

Please be aware that throughout the year we may need to review and make alterations to transport which could result in a change of operator, vehicle, timings, pick-up point etc. We will always give as much notice as possible.

### **Timings**

We will advise you of an initial estimated pick-up time when arrangements are finalised. Pick-up times are for guidance only and your child needs to be ready at the pick-up point at least 5 minutes before the scheduled time, the transport will not wait.

If your child misses their pick-up, no alternative transport will be provided. If your vehicle is repeatedly early or late please contact the The Eaglewood School so that the problem can be investigated. Changes to pick-up point or times can only be arranged by The Eaglewood School. If you have a query about your pick-up point or time, please contact us.

## Behaviour

Parents are reminded that they are responsible for the behaviour of their children whilst travelling.

You should ensure that your child is aware of the appropriate behaviour whilst travelling to school. In the interests of safety children must behave sensibly, **wear their seatbelt** where provided, and must **always remain seated** unless otherwise instructed by the driver.

Unacceptable behaviour may lead to transport for your child being withdrawn.

Please be aware also if your child is misbehaving before boarding any vehicle, the driver may refuse to carry them.

Some modes of transport are fitted with close-circuit television equipment. Parents are advised that CCTV images may be used to identify culprits.

## Moving Home

Should your child change home address or their circumstances change, you must inform us immediately.

Drivers are instructed not to transport children to or from any alternative pick up points.

Please ensure that you advise us of any changes in contact details as they arise.

## Exams/After School Activities

No provision is made for exam timetables, work experience or after school activities. Parents are responsible for any transport outside of normal school times.

### Students are responsible for:

- Being at their stop 5 minutes before the bus is due to arrive.
- Queuing and boarding the minibus in a sensible manner.
- Giving their name if it is asked for by the driver.
- Finding a seat quickly and being seated before the vehicle moves off, and remaining seated until they reach their stop.
- Ensuring that their seat belts is worn.
- Ensuring that their school bag(s) is not put on the seats. These are to be stored under their seat, or on their lap.
- Not damaging the vehicle in any way. Students, or parents, could be asked to pay for any damage.
- Sitting quietly on the vehicle. Distracting the driver may cause an accident.
- Not eating, drinking, or smoking on the vehicle.
- Taking care if they have to cross the road. Never cross in front of, or close behind the vehicle.
- Following their parents' instructions about where to go and what to do if the transport does not arrive, or if travel is refused.

### Parents are responsible for ensuring:

- Their child is fully aware of, and understands their responsibilities above.
- Their child fully understands what is expected of them whilst on the vehicle, particularly not displaying unacceptable behaviour as described below.
- Their child knows they must wear a seat belt throughout the journey to and from school, and how to put on, fasten and undo a seat belt.
- The safety of their child between their home and the transport pickup/ drop-off point, for both morning and afternoon journeys.
- Their child is familiar with the route, and knows which pick-up point they leave from, and return to, and what to do if the transport is late, fails to arrive, or travel is refused.

### Driver's responsibilities:

- Ensuring they know and follow the correct route.
- Taking all reasonable steps to ensure the safety of children when boarding and getting off the vehicle, and whilst in transit.
- Drivers are entitled to take action to ensure the safety and well being of all persons transported, which includes recommending to The Eaglewood School that a child should be withdrawn from the transport.



