



Behaviour Policy

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Approved By:	Academy
Date:	28/12/2024
Queries to:	Karen Walker
Review Interval:	Annual

Nurture, Grow, Flourish

Walton Hall Academy Behaviour Policy

Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- Special educational needs and disability (SEND) Code of Practice 2015.
- Mental Health and behaviour 2018

In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of students, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- UNCRC article 3, 10 and 28 (2) rights of the student.

Key Beliefs

We understand that behaviour is communicative and usually reflects an emotion or feeling that stems from an unmet need or needs. These may be unmet social and emotional needs, unmet communication needs, unmet physical and sensory needs, or unmet learning needs. We incorporate a holistic, whole-person approach to ensure we are reflecting and planning for the needs of all pupils, some with complex layered needs. We implement an Attachment and Trauma approach for all, including pupils with Learning difficulties, Autistic Spectrum Condition, Communication Disorders, Sensory needs, ADHD etc

Aims

Our school community fosters an ethos of mutual respect where everyone is included and feels safe and secure. We are committed to safeguarding and promoting the welfare of pupils and young people. Quality teaching and learning results from our staff and students engaging in a collaborative learning process. This enables all pupils to fulfil their potential. We encourage intrinsically motivated appropriate behaviours. We value, encourage, admire and celebrate individual effort. We validate the feelings of others and help students to organise their emotions so that they become equipped with strategies to self-regulate. We ensure that a highly nurturing, empathetic, solution focused, and restorative approach is used towards challenging situations utilising Emotion Coaching. We develop each student's emotional literacy and their social and emotional competency using Emotion Coaching which promotes and develops resilience and know that adult and student relationships are integral for this to occur.

Emotion Coaching

Step 1 Recognise the young person's feelings and empathise with them

Step 2 Label the feelings and validate them

Step 3 Set limits of the behaviour is needed

Step 4 Problem-solve with the pupil (this may be some time later)

Staff Responsibility

We expect all staff and volunteers to adhere to safeguarding procedures. Developing supportive relationships with pupils is the responsibility of all members of staff. Staff will seek to understand the pupils' perspective of the situation, strive to understand the student's feeling whilst maintaining firm but fair limits on behaviour. Staff will help pupils to develop a range of strategies to manage expectations.

Please see appendix 1 for specific staff roles and responsibilities.

Role of Parents/Carers/Guardians

Parents have the right to be aware of their student's progress at school. We anticipate that the parents/carers of students that are part of our school community, will uphold our key values. By supporting our ethos and expectations, it is expected that parents

and carers will invest in the interpersonal relationships. Parents can address any queries regarding Emotion Coaching, co- and self-regulation and restorative approaches firstly to the class teacher, then to a member of the Senior Leadership Team. We aim to work with parents to achieve a shared approach and consistent messages between home and school to support their student's emotional and social competency.

Residence

When students are accessing our residential provision this same behaviour regulation policy is in place, to ensure consistency in the approach and expectations between residence and the main school.

Monitoring of behaviours

Please see appendix 2 for details on our consequences continuum, methodology of this approach

The core concept that underpins the consequences continuum is that increased anxiety leads to increased distress. There are natural consequences that arise from behaviours (positive and negative). These consequences should be proportionate and restorative.

We use the Emotion Coaching method to support students to regulate and reflect on their behaviour.

If a student threatens, hurts or bullies another, then we would also follow the procedures detailed in the **Anti Bullying Policy**. Any allegations of bullying are reported to the Senior Leadership and safeguarding teams.

Sexual violence and harassment

"Sexual violence and harassment, including peer-on-peer (child-on-child) sexual abuse will be taken very seriously in our school and we will use the guidance contained within our Safeguarding & Child Protection Policy, as well as guidance from Part Five in KCSiE (Keeping Children Safe in Education) and the DfE's guidance document 'Sexual violence and sexual harassment between children in schools and colleges' in dealing with such incidents.

Physical Intervention

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in the Education and Inspections Act 2006. Staff only intervene physically to restrain students if they consider it necessary to prevent personal injury to another, or if a

student is in danger of injuring him/herself or putting him/herself in a position of danger or prejudicing the maintenance of good order and discipline at the academy, whether during a teaching session or otherwise. The actions that we take are in line with government and Local Authority guidelines on the restraint of students. If RPI (Restrictive Physical Intervention) is used, then this will be communicated to parents and the incident will be recorded in line with aforementioned guidance. All staff receive appropriate training and refresher courses in SCIP Proact (Strategies for Crisis Intervention and Prevention). See use of physical intervention and support policy.

Individual Positive Behaviour Support Plans

Students who frequently exhibit behaviour which may challenge have an individual behaviour plan that sets out likely antecedents and successful strategies for management. The support plan is a working document that is reviewed and modified at least annually, or as often as required. Please refer to appendix to see how support plans fit in with our interventions.

Risk Assessments

It may be necessary to conduct a risk assessment for a particular behaviour that a student may exhibit. We will attempt to reduce the risk by managing the environment, the way that adults present, talk and act towards the individual and by personalising their curriculum and learning

Exclusion

It is our ethos that we will make every provision for a pupil to achieve socially and emotionally. However, the Principal monitors all reported serious incidents and has the authority to give fixed term exclusions to individual pupils if:

- they have seriously broken academy rules
 - allowing them to stay in the academy would seriously harm their education or welfare, or the education or welfare of other students
- However:
- No student can be given fixed period (non-permanent) exclusions which total more than 45 school days in any one school year
 - If a student is excluded for longer than five school days, the academy will set work for them and mark it
- If a fixed term exclusion is deemed necessary by the principal, the academy will contact parents by phone and follow this with a letter that includes information on:
- the period and reason for exclusion

- a parent's duty to ensure that during the first five days of any exclusion their child is not present in a public place during normal school hours, whether in the company of a parent or not
- any arrangements made by the academy that apply from the sixth day of the exclusion

Permanent exclusions

We will usually only permanently exclude a student as a last resort, after trying to improve behaviour through other means. However, there are exceptional circumstances in which the principal may decide to permanently exclude a pupil for a 'one-off' offence. If the student has been permanently excluded, parents should be aware that:

- the Academy Council is required to review the principal's decision and parents may meet with them to explain their views on the exclusion
- if the Academy Council confirms the exclusion, parents can appeal to an independent appeal panel organised by the local authority
- the academy must explain in a letter to the parent how to lodge an appeal
- the local authority must provide full-time education from the sixth day of a permanent exclusion

The Principal informs the LA (Local Authority), the Chair of the Academy Council and the Shaw Education Trust Chief Executive Officer about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

Parents must ensure that their student attends the suitable full-time education provided by the local authority from the sixth day of exclusion. If they do not, the academy or local authority may ask them to sign a parenting contract, may issue a financial penalty or the local authority may prosecute them.

Parents are expected to attend a reintegration interview following any fixed period exclusion. Failure to attend may make it more likely that the court will impose a parenting order if the academy or local authority applies for one.

The Principal and the Academy Council have a right to take action against individuals who bring the good name of Walton Hall Academy into disrepute by their inappropriate behaviour or activities either within, or outside of the academy.

A technical update has been made to this guidance in 2024 to reflect the School Attendance (Pupil Registration) (England) Regulations 2024.

Legislative updates made to this guidance include:

1. New guidance and amended regulations about a headteacher's ability to cancel an exclusion before the governing board has met to consider whether the pupil should be reinstated. This practice is sometimes known as withdrawing or rescinding an exclusion. If this occurs, the parents, the governing board and the local authority, must be notified and, if relevant, the social worker and VSH. Further information on other actions that should take place following a cancelled exclusion is set out in paragraph 13.
2. Governing board reinstatement meetings and IRPs can now be held via the use of remote access (for example, live video link) for suspension and permanent exclusions if requested by the parents, provided certain criteria are satisfied. Meetings held via the use of remote access should not be a default option and face to face meetings should always be encouraged. Further information is set out in Part Eleven.

Updates made to this guidance in 2022 include:

When headteachers suspend or permanently exclude a pupil they must, without delay, notify parents. Legislative changes mean that if a pupil has a social worker, or if a pupil is looked-after, the headteacher must now, also without delay after their decision, notify the social worker and/or VSH, as applicable.

When headteachers suspend or permanently exclude a pupil, they must also notify the local authority, without delay. Legislative changes mean that this must be done regardless of the length of a suspension.

- Guidance on the role of a social worker and VSH, during governing board meetings and IRP meetings.
- Guidance on managed moves, what they are and how they should be used.
- Clarified guidance on the use of off-site direction as a short term measure that can be used as part of a school's behaviour management strategy.
- Further guidance on the practice of involving pupils so that any excluded pupil is enabled and encouraged to participate at all stages of the suspension or permanent exclusion process, considering their age and ability to understand.
- Guidance for governing boards to ensure that they review data to consider the level of pupil moves and the characteristics of pupils who have been permanently excluded to ensure the sanction is only used when necessary, as a last resort.

Academy Council Statement

The Academy council at Walton Hall Academy believe that children behave well when they feel safe and secure, and that behaviour is an expression of need. We strongly advise the school to develop approaches that reflect this belief and support the students in developing their emotional well-being. We also expect the school to provide effective support for students with difficulties.

Review

The Academy Council reviews this policy every two years. They may review the policy earlier than this, if the government introduces new regulations, or if they receive recommendations on how the policy might be improved.

Appendix 1

Roles and responsibilities

All staff and Volunteers

- All members of staff are responsible for supporting the needs of students across the school. Where a student is seen to be having difficulties they should be treated with respect and understanding.
- Shouting should be reserved for only the most urgent situations and only when it is absolutely necessary.
- Shaming should never be used and is not tolerated at Walton Hall -
- Staff will always endeavour to have private discussions with pupils to help support any issues that are arising.
- Staff use the Key principles outlined in this policy to support the needs of all our pupils.
- Everyone working with our pupils is made aware of safeguarding procedures
- Good behaviour will also be achieved if our teachers and staff are fully supported within the school community. It is recognised that the role played by all staff is an important, but at times, stressful one. For staff to feel supported, regular supervisions are encouraged and occasions to provide well-being opportunities are sought. Teachers

- To ensure that all lessons are well planned and meet the learning needs of all pupils
- Use praise and individual discussions to encourage co-operation
- Teach pupils the expectations and routines of the school
- Respond to behaviours- positive and negative- in a consistent manner
- Ensure parents are contacted when a student is having ongoing issues or there has been a 'one off significant issue'
- Record on Arbor/ Class Charts when a student is having ongoing issues or there has been a 'one off significant issue'
- Where possible the teacher should do this to have the ongoing dialogue. On some occasions a member of SLT or a Learning mentor will liaise with parents for significant one-off issues.
- For ongoing issues, a discussion should be had with the parent(s) as to the best way to keep a dialogue going.
- Writing and updating Individual Support Plans for students in their pastoral class
- Writing and monitoring EHCPs and annual reviews
- Seek additional advice and support where needed (Behaviour support, SLT, School nurse etc.)

Teaching Assistants Supported by teachers, teaching assistants are regularly the one in contact with parents and support teachers to complete the above. Some TAs are employed as 1:1 for specific pupils and may have very specific roles to support the behaviour of an individual.

Pastoral and Behaviour Support Worker

Nikki Smith has a non-teaching position in school and supports behaviour management. She leads specific intervention sessions when required, supports staff to monitor behaviour and to update support plans, liaises with outside agencies.

Residence Staff

Please see the 'residential statement' which can be found in the policies section of our website. As well as their roles within residence, many of the residential staff also provide additional support to the students during the school day. These sessions are often in the form of interventions, for which students can be referred by staff, their parents or themselves.

Assistant Head Teacher – Behaviour, Pastoral and Vocational.

The Assistant Head Teacher has the overall responsibility for behaviour and attitudes across the school, Class Charts manager-pupil rewards and trips, behaviour data analysis, incidents exclusions, line manages the behaviour support officer, oversees and monitors PSPs, organises and chairs the reintegration meetings.

Senior Leadership Team

- Lead the ethos of this policy
- Ensures the policy is implemented effectively
- Ensures effective training for staff
- Oversees the specific needs of pupils across the school
- Provides support to staff, pupils and parents as necessary
- Links with outside agencies to offer additional services
- Line manager for the staff
- Ensures that all tracking and reporting of incidents and additional needs are up to date
- Reviews behaviour recorded on Arbor and monitors issues raised on 'Concern.'

Parents

- Inform the school of any concerns (Class teacher, Assistant Principals, Deputy Principal, Principal)
- Have an open dialogue with the school
- Support the school when needing to get further support

Academy Council

- Setting down these general guidelines on policy and of reviewing the effectiveness of this
- Duty to consider parents' representations about an exclusion

Appendix 2- Monitoring of behaviours, consequence continuum and methodology

The most important aspect in students feeling valued, safe and secure is the sense of connection with the member of staff. For most students this can be achieved by simple acknowledgement of the student and the student having the knowledge that you have them in your mind, care about them as a person and care about what they are doing.

We can categorise positive recognition as either personal or public. We create an ethos of every student as an individual and that all students are at different stages with their learning and development and their achievement is based on their own personal progress – not as a comparison with others.

For students with additional SEMH needs we look at the specific needs of these students to determine how we approach the use of personal and public recognition.

At Walton Hall Academy we have carefully thought about all the types of public positive recognition that are used in order to maximise the positive impact for all pupils and minimise any potential negative associations.

We ensure that systems are not based on control through bribery or overuse of rewards. Consequences are steered towards those that are natural e.g. graffiti is cleaned up or class work is completed at an alternative time if not done in the lesson.

Blanket class sanctions – e.g. whole class staying in or being held behind are not used.

The following approaches are used at Walton Hall Academy:

Consequences Continuum



We understand that as behaviours are a continuum, consequences should be a continuum also and need to be natural, proportionate and give reparation.

What do we see?

Controlled – generally calm

Anxious– Beginning to feel uncomfortable and tense. Avoiding contact, fussing more than usual, sitting away from others and difficulty in concentration/remaining on task

Agitated- Increasing tension and physically unsettled, head-on desk. Challenge to staff authority e.g. throwing objects, banging, tapping

Distressed Fight or flight – extremely tense: flight responses, wanting to leave the classroom, confrontational or non-compliant

Dysregulated: Flight, flight, freeze – Loss of self-control. Behaviour driven by the need to escape the source of threat (classroom/person/people/task) Complete shut-down. Locking in bathroom, wedging in tight space, foetal position

What do we need to consider?

SEAT

S.E.A.T. stands for Sensory, Escape, Attention, and Tangible. SEAT is a tool used that we use to help understand the function of an individual's behaviour by attempting to break down the need being communicated by the behaviours.

Sensory: an automatic function e.g. biting

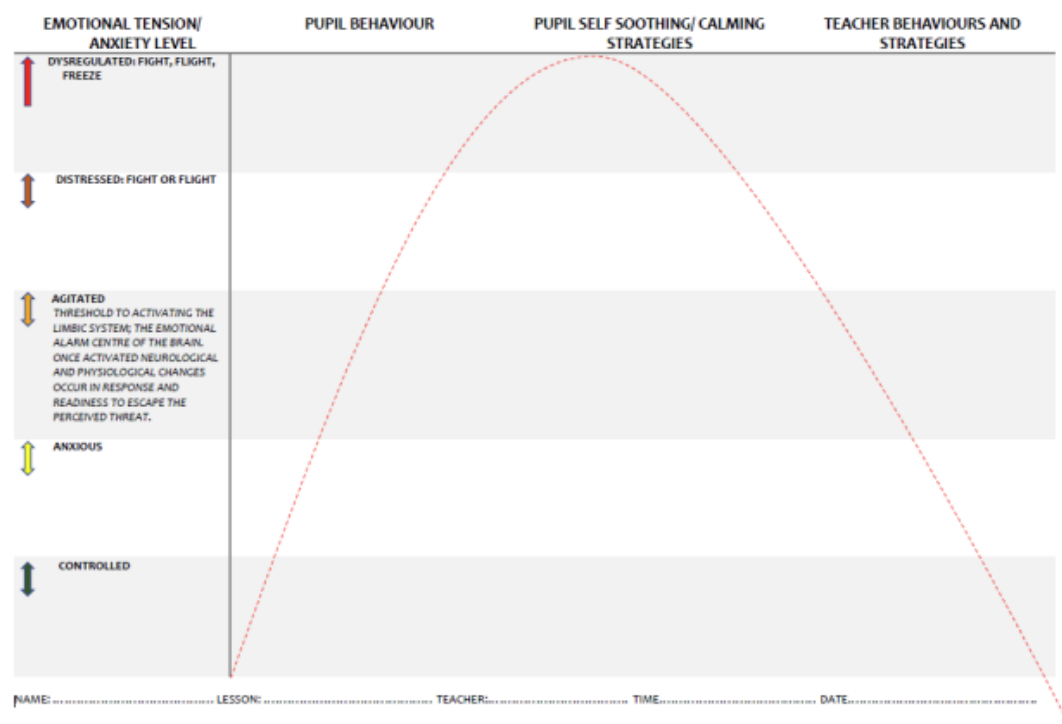
Escape: the individual feels the need to escape a demand or task. This may not actually be physically leaving the room

Attention: the individual needs the caregiver's attention e.g. Shouting or arguing

Tangible: the behaviour is driven by the need to access something e.g. Food

We will always consider the possibility that a pupil is unwell or uncomfortable. For example, a student may be unable to communicate that they are tired or in pain.

When monitoring behaviour, we use the RAMP model to monitor what we see and what strategies are effective to support regulation.



We also understand that after an incident has occurred, a person will enter a depression phase. At Walton Hall Academy, we recognise this and respond in a way that will not reinforce potential feelings of guilt or shame. We use the Emotion Coaching Stages but accept that it may take some time before restorative measures can take place.

Expectations

The natural consequences of negative behaviour will very much depend on the individual, their SEND and the function of the behaviour. This is not an exclusive list, and some may need more significant support from the start. Interventions may not necessarily take place in this order. All staff are encouraged to seek additional advice and support when needed. Interventions will be progressively more intense as needed and will include:

Encouragement

Emotion Coaching (explained in main document).

Regulation time

Self-elected withdrawal

General behaviour log

Contacting parents/carers

Class Charts

Anger management

Groups involve Nikki Smith (see staff roles above)

Sensory assessment Involve SLT (Karen Walker to monitor Class Charts and My Concern)

PSPs with personalised targets (see example below). These must be regularly monitored and reviewed

Interventions (e.g. friendship groups, Heath psychology input, 1:1 emotional literacy)

Risk Assessment (see example below)

In class amended provision

External support/assessments (e.g. CAHMs, early support,
educational psychologist)

Physical intervention (All staff are SCIPr trained. This is absolute
last resort)

Exclusion

Recognition

We aim to embed the understanding that positive behaviour is met with a positive natural consequence. A key natural consequence is that a student is happy, engaged and experiencing the delight of learning and being involved in positive relationships with staff and peers. In addition to this, we aim to reinforce this with consequences that have meaning or value to the individual. These can be modified to suit the age and ability of each student.

Examples used are:

Verbal Feedback (Catch them being good)

Use pupil work as good examples

Displays (Positivity tree, Wonder walls, work on display)

Positive Class Chart Points

Phone call/email/home-school diary used to communicate positive
behaviour with home

Taken to SLT/another member of staff Certificates (pupil of the
week/Scientist of the week/bespoke recognition of positive
behaviour

Achievement assemblies

Praise postcards

Reward trips

Appendix 3- PSP plan Example

Walton Hall Academy Pupil Support Plan

Pupil name:		Photo
Date of birth:		
Class:		

Section 1: Pupil profile

Things that are important to me

Who/what is important to the child (people, pets, hobbies etc).

What the child likes doing/is good at (sports, cooking, art etc). From asking the child/young person, observations, parent/carers feedback, EHCP and then reviewed once a year.

How to communicate with me and help me make decisions

How to communicate with the child (speech, reading written words, PECS, Grid Player, EAL, Makaton, BSL etc) and how to engage them in decision making (need processing time, offer two options only etc). From asking the child/young person, observations, parent/carers feedback, EHCP and then reviewed once a year.

How can you help me to have a good day?

How best to support/include them including specific support strategies and approaches (e.g. seating position, equipment, task structure, adult support, use of visuals, exam/test access arrangements, processing time, touch typing, IT equipment, scribe, sensory needs etc)

Not to be confused with proactive, reactive and active support when targeting behaviour(s) – see next section.

My hopes, dreams and aspirations for the future

From asking the child/young person, observations, parent/carer feedback, EHCP and then reviewed once a year - **specifically focusing on the four areas of PfA for all students (Y7 to Y14).**

Needs summary

Main areas of need from EHCP, Communication and interaction (SLCN and/or ASC), Cognition and Learning (SpLD, MLD, SLD, PMLD), Sensory and/or physical (VI, HI, Physical), Social, Emotional and Mental Health (ADHD, Attachment etc), Medical diagnosis/care plan for epilepsy, PEG etc, Personal care needs, Well-being needs

Professionals involved with me

Professional involvement e.g. NHS professionals, Specialist Teacher for the Hearing Impaired and/or Vision Impaired, Early Help, Children's Disability Service (social services for direct payments, short breaks etc), Young Adults' Team etc.

Section 2: Positive Support Plan

Target behaviours

Low level behaviours

Medium level behaviours

High level behaviours

Behaviour function

Potential triggers

Proactive (Prevention Strategies)

Active (Replacement skills/developing skills)
Reactive (Responding strategies including emergency action)
De-escalation and repair

Section 3: Risk Assessment

Overall risk ratings before control measures	
Overall risk ratings with implemented control measures	

Contact restrictions: If yes, please detail.	
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What are the hazards/ implications of condition or behaviours?	Who might be harmd and how?	What are you already doing? List the control measures already in place	What is the risk rating – H, M, L?	What further action, if any, is necessary, if so what action is to be taken by whom and by when?	What is the risk rating now – H, M, L?

Risk Rating

		Potential severity of harm (this may injury, loss or damage)		
		Minor Harm	Moderate Harm	Serious Harm
		1	2	3
	Unlikely	Low	Low	Medium

Likelihood of harm occurring	1	1	2	3
	Possible 2	Low 2	Medium 4	High 6
	Likely 3	Medium 3	High 6	Exceptional 9

Section 4: Personal Emergency Evacuation Plan

A PEEP should be completed for each setting the pupil attends where procedures differ e.g. one for the classroom/key stage and one for residence where procedures differ.		
Does this pupil require a PEEP:	Yes	No
Highlight appropriate:		
Building/area PEEP applicable to:		

How may the individual's disability (e.g. mobility, hearing, sight, etc) impact on their safe evacuation?	
How will the individual be made aware of the need to evacuate the building?	
How will the individual be made aware of the need to evacuate the building?	

What equipment will be provided to assist with the evacuation and who is responsible for maintaining this?		
Detail the evacuation procedure including safe routes to be taken, beginning from when the alarm first sounds		
Name of staff to assist:	Number of staff to assist:	Nature of assistance:
•	•	•

Section 5: Approval, distribution and version control

Sources of information gained to form this document	
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Verified and approved by:		
Name and title:	Signature:	Date:
Young Person		
Parents/carers of child or young person		
Class Lead		
Chris Castell-Boote H&S Manager		
Karen Walker Assistant Principal		

Version history

Version:	1.0
Date of initial completion:	
Completed by:	
Reason for completion:	
Method of Communication:	Stored on Arbor. Staff informed via email.
Distribution list:	All staff

Version:	
Date of latest review:	
Reviewed by:	
Reason for review:	
Method of Communication:	
Distribution list:	

Appendix A. Section 1. Vulnerability Assessment*:			
Is a Vulnerability Assessment required?			
Yes		No	
<p>This section must be completed for <u>each</u> individual requiring restrictive physical interventions – the page should be duplicated as many times as required. Where Audit-Based Interventions have already been agreed / implemented, the Vulnerability Assessment does not need to be completed provided there are current risk assessments for the restrictive interventions within the individual's Behaviour Support Plan. These must have been reviewed within the past 12 months.</p>			
Name (Person Completing):			
Date Completed:			
Has the individual concerned been involved in this assessment?	YES		If 'NO' please specify reasons:
	NO		
<p>Personal Characteristics:</p> <p>Specify here any relevant personal characteristics that will affect decisions regarding the use of restrictive interventions (consider age, gender, cultural heritage, family background, strengths, likes, dislikes, diagnosis)</p>			
<ul style="list-style-type: none"> • • • 			
<p>Person-specific Risk factors Regarding the Use of Restrictive Interventions:</p> <p>Consider physical characteristics, health problems, medication side effects, sensory processing issues, developmental issues)</p>			
<ul style="list-style-type: none"> • • • 			
Emotional or Psychological Characteristics:			

[Type here]

(Consider diagnoses, mental health conditions, history of trauma or abuse, relevant developmental needs, communication difficulties and / or cognitive impairment)

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-
-

Summary of risks posed by the behaviour of concern:

*This document may also be referred to as a 'Personalised Wellbeing Risk Assessment' within the relevant guidance.

Appendix A. Section 2: To be completed by the instructors providing the training.

Rationale for the Inclusion of Restrictive Component:

This section must be completed for each individual requiring physical interventions with a restrictive component – the page should be duplicated as many times as required.

Name (Person Completing):

Date Completed:

Name of Audit-Based Intervention:

Description of Audit-Based Intervention:

(This intervention should only be used as taught and not modified unless authorised by the Loddon Training and Consultancy)

Rationale for use:

Any safety issues relating to the teaching / practice of the Audit-Based Intervention:	
Any safety issues relating to the use of the Audit-Based Intervention:	
Any person specific safety issues for consideration:	
Specify any specific post-incident requirements:	
This rationale must be agreed by the instructor* leading the course and the commissioner*(i.e. Service Manager / Class Teacher) of the training:	

Policy Review Information

Date	Details of change or review	Ratification Date
28/12/2024	Policy Review	02/07/2025

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**Shaw
Education
Trust**



**Pupil &
people
centred**

**Act with
integrity**

**Be
innovative**

**Be best
in class**

**Be
accountable**