



Behaviour Principles Statement

<u>Status of Policy</u>	<u>Date</u>
Agreed by Local Governing Bodies	Spring 2020
Agreed by Trust Board	Spring 2020
Next Review	Spring 2021

Behaviour Principles Statement

The Trust Board of Balmoral Learning Trust provides the following written statement of general principles relating to behaviour and discipline taking into account the needs of all staff and pupils. It follows whole staff training in September 2019.

This statement has been produced in accordance with the Education and Inspections Act 2006 and DFE Guidance (Behaviour and Discipline in Schools, 2014).

The purpose of the statement is to provide guidance to the Head of School in drawing up their individual Behaviour Policy so that it reflects the shared aspirations and beliefs of all stakeholders in Balmoral Learning Trust; Members, Directors, Local Governors, staff, parents and pupils, as well as taking full account of the law and guidance on behaviour matters. It is intended to help all staff to be aware of and understand the extent of their powers in recognition and reward for good behaviour, discipline and sanctions for unacceptable behaviour and how to use them. Staff should be confident that they will always have Directors support when following this guidance.

This is a statement of principles, not practice: it is the responsibility of the Head of School to draw up each academy / school's behaviour policy. The Head of School must take account of these principles when formulating the policy. The Head of School should also take account of the guidance in DFE publication Behaviour and Discipline in schools: a guide for Head of Schools and School Staff (Feb 2014).

This behaviour statement and the policies that are influenced by it apply to all students when in a Trust school, when travelling to and from a Trust school, when engaged in extra-curricular activities such as educational trips and visits (residential and non-residential).

Each school in Balmoral Learning Trust should publish their Behaviour Policy on the school's website and distribute it to all members of staff.

Rational:

The aim of Balmoral Learning Trust in relation to these behaviour principles is to heighten and encourage social awareness, create school discipline which is fair, consistent and establish a safe, orderly and supportive environment where both pupils and teachers may flourish.

Principles:

High standards of behaviour: The Trust Board believe that high standards of behaviour are at the heart of a successful school which enables all pupils to to make the best progress in all aspects of their school life and that all members of staff should be able to teach and promote learning without interruption. It should be clear that behaviour should not jeopardise the health and safety of any member of the school community.

The right to feel safe at all times: All students, staff and visitors have the right to feel safe at all times in school and free from the effects of unacceptable behaviour. There should be mutual respect between all members of the school community and the policy should help to foster this.

Inclusivity: Balmoral Learning Trust is an inclusive trust. All members of the Trust's community should be able to work free from any discrimination, harassment or bullying. To this end each school must have a clear and comprehensive Antibullying Statement that is known and understood by all, consistently applied and monitored for its effectiveness. Measures to protect pupils from bullying and discrimination as a result of gender, race, ability, sexual orientation or background should be clearly set out and regularly monitored for their effective implementation.

Code of Conduct: The school Code of Conduct should be clearly stated in the Behaviour Policy. These should set out the expected standards of behaviour and shared with and explained to all pupils. Board will expect the rules to be consistently applied by all staff.

Rewards: The emphasis will be on encouraging positive behaviour through high expectations; the modelling of good behaviour; a focus on learning; and praise and reward. Rewards should be consistently and fairly applied in such a way as to encourage and reward good behaviour in the classroom and elsewhere. These should be made clear in the Behaviour Policy.

Unacceptable / poor behaviour: Sanctions for poor / unacceptable behaviour should be known and understood by all staff and pupils and applied consistently. The range of sanctions should be described in the Behaviour Policy so that pupils, staff and parents can understand how and when these are applied. Sanctions, when necessary, will enable the pupil to reflect on, and learn from their behaviour to correct this wherever possible. The focus on positive behaviour and reconciliation will minimise the need for exclusion however, when making decisions the Head of School must balance the needs of the individual with those of the wider school community and where pupil behaviour places others at risk, the safety of the other pupils is paramount. The Trust Board believe that exclusions must only be used as a last resort.

Power to use reasonable force or to make physical contact: Given the need to keep pupils and staff safe the Head of School or representative, will use their powers to use reasonable force in order to keep individuals from harming themselves or others.

Situation in which reasonable force may be used (including removing disruptive pupils from classrooms, or preventing them from leaving) will be included in the policy documentation of each school. A definition of 'reasonable force' should be included, which should also explain how and when pupils may be restrained. The Trust Board expect appropriate staff to be trained in the use of reasonable force and restraint.

When schools are producing their behaviour policy they should consider the Trust vision and value statements below:



Vision:

“A diverse partnership of schools achieving learning and excellence for all”

Roots:

Collaboration not competition
Individuality not conformity
Simplicity not complexity
Challenge not confrontation

Branches:

Quality – because everyone in the Trust deserves the best
Excellence – because we have high expectations for everyone
Delivery – because actions make aspirations reality
Standards – because they represent achievement for all
Safeguarding – safe people, safe places, safe buildings, safe children

Leaves:

Learning – first class learning opportunities for all
Leadership – exceptional leaders in exceptional schools where leadership is not a position or a title but an action and an example.
Enjoyment – valuing our people and having fun. Others enjoy working with you.
Inspiration – seeing the possible not the actual
Equality – all valued and respected
Responsibility – relentless willingness to see things through, ‘see it and sort it’
Integrity – no fear, no blame, no excuses
Environment – nurturing, enriching, inspiring and safe
Accountability – being open and transparent