



Written Statement of Behaviour Principles

Rationale and purpose

The Trust's written statement of behaviour principles is a statement of principles, not practice. It takes full account of law and guidance on behaviour matters and has been drawn up in accordance with the Education and Inspections Act, 2006 including updates, and the DfE "Behaviour in schools: Advice for headteachers and school staff" (February 2024).

The purpose of the written statement of behaviour principles is to support individual schools within our Trust and to guide the Headteachers in determining measures to promote good behaviour. This includes drawing up a Behaviour Policy and implementing a code of conduct that both meet the needs of the community each school serves and also reflect the mission and vision of the Trust.

It is intended to help all Trust staff to be aware of and understand the extent of their powers in respect of recognition and reward for good behaviour, discipline and sanctions as a consequence of unacceptable behaviour and how to use them. Staff should be confident that they will always have the support of the Trust when following this guidance.

What we Believe

Our Mission

We are a learning partnership who provide high quality, inclusive education and help prepare every child for opportunities and challenges in life.

At Everychild Partnership Trust, we value everyone as an individual, capable of growth, change and development. **Everyone** is treated as an individual and their healthy self-esteem is encouraged. **Everyone** participates in a curriculum that takes full account of the richness and diversity of the world's cultures so that they can develop understanding of and respect for all people regardless of racial, ethnic and cultural backgrounds

Good schools encourage good behaviour through a mixture of consistent high standards/expectations, clear policy and an ethos which fosters discipline and mutual respect between pupils, and between staff and pupils. We believe that the education our schools provide should influence and reflect the kind of society we want for our children and prepare them for the future. It is important, therefore, to recognise a broad set of common values that underpin and inform our behaviour principles.



‘The way we will be’ - our attitudes and behaviours - and our relationships are underpinned by the principles set out in our Core Values of: **Compassion, Respect, Courage, Responsibility and Integrity**. We have high expectations that support the development of our pupils as effective and responsible citizens and that reflect the British values of:

Democracy - A culture built upon freedom and equality, where everyone is aware of their rights and responsibilities.

The rule of law - The need for rules to make a happy, safe and secure environment to live and work.

Individual liberty - Protection of your rights and the rights of others around you.

Mutual respect & tolerance of different faiths and beliefs - Understanding that we all don’t share the same beliefs and values. Respecting those values, ideas and beliefs of others whilst not imposing our own onto them.

Principles

High standards of behaviour: The Academy Trust Board believe that high standards of behaviour lie at the heart of a successful school enabling all children to thrive, learn and make the best possible progress in all aspects of their school life. This should be in a safe, calm and purposeful environment where all are treated and treat others with dignity. School staff, pupils and parents should all be clear of the consistently high standards of behaviour expected of all pupils at all times expounded through scripted norms, routines and rituals. All learners are entitled to learn without interruption. All staff should be able to teach and promote good 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 learners, staff and visitors have the right to feel safe at all times and free from the effects of unacceptable behaviour. **Everyone** should feel valued, happy, and secure

Everyone should feel free from harassment of any sort. There should be mutual respect between all members of the school community and the policy should help to foster this.

Inclusivity: Everychild Partnership is an inclusive trust. **Everyone** should have equality of opportunity. All members of the Trust’s community should be able to work and learn, free from any form of discrimination, harassment or bullying (as laid down in the Equality Act, 2010.) To this end each school must have a clear and comprehensive Anti-bullying Policy that is known and understood by all, consistently applied and monitored for its effectiveness. Measures to protect pupils from bullying and discrimination because 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 and developed from the school’s core values. It should set out expected standards of behaviour and this should be shared with and explained to all learners. The Trust Board expect the code of conduct to be consistently applied by all staff. Positive relationships should be promoted between **everyone**.



Partnership with Parents: Parents/carers should be encouraged and helped to support their children's education, just as the learners should be helped to understand their responsibilities during their time within the school. The responsibilities of learners, parents/carers and school staff with respect to learners' behaviour must be covered in the school's Behaviour Policy.

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

Sanctions: As a consequence of breaches to the school code of conduct, sanctions should be known and understood by all staff and learners and consistently applied. The range of sanctions should be described in the Behaviour Policy so that learners, staff and parents can understand how and when these are applied. Sanctions, when necessary, will enable the learners to reflect on, and learn from, their behaviour and to make reparation wherever possible. They also provide a sense of justice when a breach of the code of conduct has had an impact on an individual/s. The focus on positive behaviour, forgiveness and reconciliation will significantly reduce the need for exclusion. However, when making decisions the Headteacher must balance the needs of the individual with those of the wider school community and where learner behaviour places others at risk, the safety of the learner body as a whole is paramount. The Trust Board strongly feel that suspensions and exclusions, particularly those that are permanent, must be used only as a last resort.

Power to use reasonable force or make physical contact: Given the overriding need to keep the learners and staff safe, the Headteacher, or representative(s), will utilise their powers to search or use reasonable force in order to keep individuals from harming, or further harming, themselves or others. Situations 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 the 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. Policy should make clear the authority to search children for prohibited items and to confiscate where necessary. The Trust Board would expect the Headteacher to inform the relevant authorities, including the Local Governing Body, when items prohibited by law, weapons, non-prescription drugs etc are brought onto the school premises.

Guidance to support schools when drawing up their Behaviour Policy

The Head Teacher should take account of the most up to date guidance in DfE publication, "Behaviour in Schools: Advice for Headteachers and school staff".

Everychild Partnership Trust Board expect any policy or actions to be in accordance with their responsibility under the Equality Act, where schools are required to make 'reasonable adjustments' for children with disabilities to ensure that they do not discriminate against them.

Each school Behaviour Policy should be in consultation with the Director of Education and the CEO and approved by the Local Governing Body. The policy must be published on the school website and distributed



to all members of staff via e-mail and available to all on request. The behaviour policy should be reviewed at least annually, taking into account feedback from stakeholder surveys.