

# Behaviour Policy



**ELT**  
**PARTNERSHIP**  
BE INCLUDED • BE CONNECTED

Version and Date		Action/Notes	Date Written	Date to be Reviewed
3.0	14.07.2020	Approved by Board of Trustees	July 20 for Sept 20	1 Year - July 2021
4.0	13.07.2021	Approved by Board of Trustees	July 21 for Sept 21	1 Year – July 2022
4.1	30.09.2021	Approved by Board of Trustees	Updated 30.09.21	1 Year – Sept 2021

### **Aims**

This policy sets out a framework for promoting positive, safe behaviour within our inclusive Trust schools, based on mutual trust and respect, where effective learning can take place and all pupils can grow socially and emotionally.

### **The Whole Child**

We care about results, but not exclusively. We believe education is about more than achieving grades. It is about: showing consideration and responsibility for themselves, others and the environment; perseverance, resilience and grit; confidence and optimism; motivation, drive and ambition; kindness and community spirit; tolerance and respect; honesty, integrity and dignity; conscientiousness, curiosity and focus.

### **Values**

These character traits, attributes and behaviours that underpin success in education and work, are summed up in our values of Respect, Responsibility, Resilience and the “British Values” of democracy, the rule of Law, individual Liberty and tolerance of those with different faiths/no faith.

By promoting these values, in a safe and calm environment, we aim to build positive, healthy relationships amongst our staff, pupils and the school community. As a result, we aim for pupils to be successful and safe.

### **Celebration**

We recognise and celebrate positive behaviours wherever they are seen, using them as a model to inspire and share with others.

### **Unique Child**

Recognising every child as an individual, each with their own needs, is an important feature of the application of the behaviour policy. For whatever reason, at any time, a child’s particular needs may be deep and complex and may call for a particular response, different to the majority of children.

### **Statutory Guidance**

The ELT Partnership is committed to following statutory guidance in relation to exclusions and will adopt the DfE Guidelines: Exclusion from Maintained Schools, Academies and Pupil Referral Units in England.

Should physical intervention be required to prevent serious damage and/or persons being hurt, this is carried out, wherever possible, by a member of staff trained in the ‘Approach’ technique. School staff follow the guidance in Section 93 of the Education and Inspections Act 2006.

If a pupil needs to be searched for prohibited items, staff follow the guidelines ‘Searching, Screening and Confiscation. Advice for Headteachers, School Staff and Governing Bodies. February 2014.’

### **Exclusion**

Only the Headteacher may exclude a pupil, which is a sanction for serious acts of inappropriate behaviour. When used, the reason for exclusion must be explained to the pupil and their parent(s), recorded on file, and the school must follow DfE guidelines: Exclusion from maintained schools, academies and pupil referral units in England.

### **Recording Incidents**

A Serious Incident Form (SIF) must be completed for level 3 or above incidents, and reported to SLT, and may be for level 2, using other children's initials for confidentiality. All SIF must be signed and dated by the reporter, and SLT.

Any incidents where parents have been informed, are serious or persistent, must be logged in the Class Record File or other means for tracking and future reference. The Headteacher will be informed of Level 3 incidents when considering exclusion.

Exclusions and SIF will be monitored by the SLT for Behaviour, for termly reporting to the Local Education Committee and where necessary the Local Authority.

### **Bullying, Racial and Equality Incidents**

These incidents are considered to be extremely serious and are treated with zero tolerance. All staff who become aware of an allegation of bullying, racial harassment, gender issues or radicalisation must refer to the school's Anti-Bullying and Anti-Racism statement. Incidents should be reported to SLT and recorded on a Serious Incident Form or through CPOMS.

Serious incidents are reported to the Local Education Committee termly for each school.

### **Physical Intervention**

Our commitment to positive behaviour management means that physical intervention is used very rarely, and only as a last resort when all other preventative methods have proved ineffective. We have a number of staff trained in the 'Approach' technique of physical intervention. (Refer to the Physical Intervention guidance)

Section 93 of the Education and Inspections Act 2006 affirms the lawful right for a member of staff to use reasonable force. It says, "School staff may use such force as is reasonable in the circumstances to prevent a pupil from doing, or continuing to do, any of the following:

- Committing any offence (or for a pupil under the age of criminal responsibility, what would be an offence for an older pupil)
- Causing personal injury to, or damage to the property of, any person (including the pupil)
- Engaging in any behaviour prejudicial to the maintenance of good order and discipline at the school, or among any pupils receiving education at the school, whether during a teaching session or otherwise".

### **ELT Partnership**

This policy should be read in conjunction with the ELT Partnership policies on:

- Safeguarding and Child Protection
- Anti-Bullying/ Anti-Racism
- Physical Intervention

### **Unique Schools**

As an appendix to this policy, each school will have its own “Behaviour Guidelines,” describing how positive behaviour is promoted in its own setting.

This policy will be reviewed on an annual basis by the Board of Trustees.

Signature of Chair of Trustees:	Signature of Chief Executive Officer:
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