



ST. MARY'S  
ACADEMY TRUST

# St Mary's Academy Trust

## Behaviour Policy

Date agreed by Board.....06<sup>th</sup> October 2015.....

Date to be reviewed.....31<sup>st</sup> July 2018.....

## **Introduction**

Legislation requires that a statement of principles promoting good behaviour be provided by the Trust Board of Directors.

These principles, set out below, will underpin each individual school's Behaviour Policy, which will define the roles, responsibilities and practice in this area. Establishment and implementation of the policy lies with the Headteacher of each of the Trust's schools. Each school is required to have their own Behaviour Policy based on the needs and context of the individual school and the children in their care. Each school's behavior policy must go through consultation with pupils, staff, parents and their Local Governing Body and be made available on the school's website.

The principles are intended to support the schools' values by promoting friendly, creative and purposeful communities whose members feel valued and supported, and where courtesy and mutual respect are expected from everyone.

Section 88 of the Education and Inspections Act 2006 requires governing bodies to have regard to the statutory guidance from the Secretary of State for Education in making and reviewing the written statement. This document has been developed taking this guidance into account.

## **Aims of Behaviour Policy**

Each school's individual Behaviour Policy should be based upon the following aims:

- Teach respect for individuals and the understanding that we are all different
- Ensure a consistent, positive approach to behaviour management across school and at all times
- Provide children and staff with an environment that is suitable for learning
- Ensure the emotional, social and learning needs of individuals are addressed appropriately
- Establish clear procedures for dealing with and managing unacceptable behaviour
- Empower pupils so that they are able to self-manage their behaviour
- Praise and reward good work, behaviour and attitudes
- Encourage the active and early involvement of parents in supporting positive behaviour
- Be aware that discipline in schools must respect children's human dignity
- Ensure that good behaviour is modelled by all adults
- Ensure that all stakeholders take pride in the Trust, their school, their class, their work, their environment and each other

## **Principles**

Each school's individual Behaviour Policy should be based upon the principles set out below. The Behaviour Policy should be written to fulfill the Trust Board of Directors and Local Governors' duty of care to pupils and employees and to promote teaching and learning and

high standards of attainment. The policy should define measures to achieve these objectives.

The Governors expect the Behaviour Policy to be in accordance with their responsibilities under equality legislation: for example, by making reasonable adjustments in its application to vulnerable pupils. It should also support the school's commitment to improving outcomes for all pupils, eliminating all forms of discrimination, harassment and bullying, as well as promoting equality of opportunity, the welfare of pupils and good relations across the whole school community.

In developing strategies for the management of behaviour in school the policy should make use of both rewards and sanctions and establish a climate where praise and encouragement far outweigh the frequency of punishment and admonition.

Rewards should be used to demonstrate that good behaviour is valued by the whole school community and to encourage similar behaviour in others.

Sanctions should be used to demonstrate that misbehaviour is not acceptable; to express the disapproval of the school community, and to deter other pupils from similar behaviour. In most cases, sanctions should be applied to individuals not groups.

In support of the Trust and schools' values of mutual respect, the policy should support restorative justice, repairing harm done to relationships and people, to encourage pupils to take responsibility for their actions.

Each individual schools' policy will need to balance both collective and individual needs. The application of rewards and sanctions should have regard to the individual situation and the individual pupil and the school is expected to exercise discretion and sensitivity in their use(1). However, different application of the school's policy should be used sparingly and rarely for behaviours that carry a risk to others. Where possible, the school should identify such pupils in advance and plan how the school's disciplinary framework will be applied to each of these pupils.

Where rewards or sanctions are applied differently because of individual circumstances then, where appropriate, these adaptations may be explained to other pupils.

The Behaviour Policy should make clear the rights and responsibilities of all the school community – pupils, staff, parents and Governors. The policy's framework of rules, rewards and sanctions should be clear to all those involved.

The policy should include a clear, structured framework that allows staff to treat similar behaviour in a consistent manner. It should also include provision for an appeal process against a sanction where a pupil or parent believes the school has exercised its disciplinary authority unreasonably.

The policy should include procedures to measure its effective communication, its consistent application, and the community's perception of it.

## **Internal, Fixed Term External and Permanent Exclusions**

Incidents which warrant internal or external exclusions are at the discretion of the Head Teacher and the Local Governing Body. The Trust Board should be informed of any external Fixed or Permanent Exclusions through the Executive Principal.

The following types of behaviour may result in an internal and/or external exclusion:

- A serious attack on another pupil
- Physically attacking a member of staff
- Persistently disruptive behaviour which negatively impacts on the learning of others
- Bringing into school an offensive weapon, drugs, alcohol, matches or a lighter.

The length of the exclusion is at the discretion of the school, but will operate within DfE guidelines.

## **Positive Handling**

Physical force should only be used within the strict safety guidelines. Each school must have a positive handling policy which clearly establishes these guidelines. All staff are required to be familiar with the contents of this policy and to abide by it at all times.

## **Review**

This Written Policy on Behaviour Principles and the resulting Behaviour Policies will be reviewed every three years and consultations sought if it is to be updated.

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(1)For example, vulnerable pupils — such as those with special educational needs, physical or mental health needs, migrant and refugee pupils and looked- after children — can experience particular difficulties with behaviour (for example, related to medical conditions, lack of understanding or trauma) and may need behavioural support. The needs of any individual pupils should be addressed in their Pupil Profile in accordance with the St. Mary's Academy Trust's SEND policy. In addition, the school will need to take account of their individual needs and circumstances when applying the school's Behaviour Policy — for example, by making adjustments to the framework of rewards and sanctions — to make the policy effective and avoid a potentially disproportionate impact of the school's disciplinary framework on vulnerable pupils.