

Statement of Behaviour Principles Requirement and Application

Under the **Education and Inspection Act 2006**, school governing bodies are charged with the duty to set the framework of school policy by providing a written statement of general principles relating to behaviour and discipline, taking into account the needs of the pupils.

The following has been approved by the CHANGE Schools Partnership Trust Board. It applies to all adults employed by, volunteering at or providing services to the schools in the Trust

Similarly, given the duty of care to pupils, this statement and the policies that both stem from it and are influenced by it (e.g. appropriate contact, anti-bullying and exclusions) applies to all pupils when in School, when travelling to and from School and when engaged in extra-curricular activities and residential trips.

Behaviour Principles and Safeguarding Statement for CHANGE Schools Partnership

We, the Board of Trustees of CHANGE Schools Partnership:

- adopt and support the School in achieving its values, safeguarding its rights and following its rules (all set out at paragraph 4);
- respect and value all members of the School community and are committed to providing a caring, friendly and secure environment for all pupils so that they can learn and achieve success in a safe and happy environment;
- recognise our responsibility to safeguard all who access our School and we promote the welfare of all pupils by protecting them from physical, sexual and emotional abuse, neglect and bullying;
- value the strong relationships that exist in the Trust's schools which leads to mutual respect and we encourage positive behaviour;
- have high expectations of everyone and we will actively promote equality of value whether race, gender, age, sexuality, religion or disability; and
- seek to eliminate all forms of discrimination, harassment and bullying.

This statement will be applied with consistency and fairness with regard to each individual situation.

At CHANGE Partnerships, we firmly believe that the reward should be in the behaviour itself. The more we notice good behaviour the less we need to extrinsically reward it. It becomes just the way that we do things. We value the effort pupils put into demonstrating good behaviour and developing good relationships. On occasions we do have to deal with behaviour that does not meet our agreed expectations and we do this in two ways.

Firstly, we use a restorative approach to deal with conflict in order to find meaningful, positive solutions for all involved. Secondly, if this approach is unsuccessful we have agreed consequences which can be used to support the child in learning about good behaviour.

Monitoring School Discipline and Understanding Pupil Requirements

A restorative approach enables the school to resolve conflicts, improve behaviour and develop well-rounded individuals.

The basic principles of the restorative approach are based on an understanding and acceptance that conflict is a part of life and that in a conflict there is an underlying damage to the two parties involved that needs to be addressed to resolve the issue and prevent any further incidences of the same nature. In an educational setting this basically means that instead of simply being punished as a result of 'bad behaviour' a child is asked to take responsibility for their actions, understanding what they have done wrong and accepting that their actions can be harmful to others, and seek ways to bring about resolution and restoration.

We acknowledge that there may be some children for whom a personalised support programme is more applicable for their mental health needs, which may impact upon their behaviour. In these instances, a Consistent Management

Plan will be written and co-ordinated by the Inclusion Leader in which the child and the family will be involved. The purpose of this will be to plan strategies that will support the child in developing their skills in managing their behaviour more successfully. This may also trigger the support of outside professional agencies. If a Consistent Management Plan is necessary, it will be a requirement for the child to be placed on the schools SEND list, under the category of Social, Emotional and Mental Health Difficulties (SEMH). This is not negotiable. However, the expectations of good behaviour remain and are actively sought. When making decisions involving these children, we will balance the needs of the individual with those of the school community and where pupil behaviour places others at risk, the safety of the pupil body as a whole is paramount.

The Local Governing Body works with all members of each school community to understand the pupils and their circumstances and believe this relationship is an important part in building a strong learning community. The Local Board of Governors will monitor each school in this regard.

The Trust's Key Principles, Values and Rights

As a Trust we have the following key principles that we state to parents/carers:

- *We will keep our children safe, secure and cared for;*
- *We will aim to provide first-rate teaching in all lessons and strive for excellence in everything that we do;*
- *We will ensure that high standards in English and Mathematics are at the heart of a broad and exciting curriculum;*
- *We will value children's creativity and individuality, and listen attentively to their views, opinions and feelings;*
- *We will support children's holistic development and work hard to overcome barriers and build their self-belief and self-confidence;*
- *We will ensure that children leave primary education ready, willing and able to successfully take the next step in their learning and the next step in their lives.*

Our Core Values:

All our academies have shared Core Values that we expect to be demonstrable in everyone's attitudes, behaviours and actions:

- **HOPE** – to be confident in our expectations of all that we can to achieve individually and together.
- **TRUST** - to develop relationships that are built on reliability, openness, honesty and living out the Core Values.
- **RESPONSIBILITY** - to have good judgment and the ability to make good choices and decisions.
- **RESPECT**- to show positive consideration for people and the planet; to be kind, tolerant and understanding.
- **COURAGE**- to have ability to try new things, overcome fear to undertake challenges; to be morally brave: being generous, fair, forgiving and compassionate.
- **PERSEVERANCE** - to show a 'growth mindset' despite difficulties, failures or obstacles; to seeing challenges as the opportunity to grow knowledge, skills and positive attitudes.

Ethos Statement:

Our ethos is based around the adoption of "Three Rights":

- The Right to feel and to be SAFE
- The Right to LEARN
- The Right to RESPECT

The Right to feel and to be SAFE

- ✓ We commit to making every school within CHANGE Schools Partnership a place where the children will feel and be safe.
- ✓ We will prepare children well to help them to stay safe for life beyond the school campus and online.
- ✓ We have a strong, child-centred staff team who will also show their own humanity.
- ✓ Our academies will be relentlessly positive, safe and welcoming places to be; our staff will be both interesting and exciting. We will endeavour to sort out children's concerns and worries responding to what they say to us.

The Right to LEARN

- ✓ We will aim to provide first-rate teaching in all lessons and strive for excellence in everything that we do;
- ✓ We will ensure that high standards in English and mathematics are at the heart of a broad and exciting curriculum;
- ✓ Each academy will be an unthreatening place of mutual respect where the children will receive personalised learning and will feel valued.
- ✓ We will encourage the children and celebrate their successes and efforts through striving for the highest quality outcomes.
- ✓ We will ensure that children leave primary education ready, willing and able to successfully take the next step in their learning and the next step in their lives.

The Right to RESPECT

- ✓ Children will be greeted by a friendly face every day and our staff will model positive, respectful relationships to them.
- ✓ The children will be given time to talk and we will thank them for their efforts and attitude.
- ✓ We will show interest in the child and actively listen to them. The children will have a voice at whichever academy they learn at and we will provide a supportive environment for them to learn and grow as human beings.
- ✓ We will support children's holistic development and work hard to overcome barriers and build their self-belief and self-confidence;
- ✓ We will be fair and consistent to every child and our academies will be places where there are smiles seen and laughter heard.

References

DfE Guidance: Exclusion from maintained Schools, academies and pupil referral units in England

Statutory guidance for those with legal responsibilities in relation to exclusion, September 2017

Behaviour and discipline in schools: a guide for headteachers and school staff. DfE 2012

Dealing with allegations of abuse against teachers and other staff. Guidance for local authorities, headteachers, school staff and governing bodies, DfE 2012

Ensuring good behaviour in schools: a summary for headteachers, governing bodies, teachers, parents and pupils DfE 2012

Exclusion from maintained schools, Academies and PRUs in England, DfE 2012

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