

CHANGE SCHOOLS PARTNERSHIP TRUST

1. 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.

2. 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.

3. Monitoring School Discipline and Understanding Pupil Requirements

It is recognised that on some occasions sanctions may be necessary to demonstrate that seriously inappropriate behaviour is unacceptable; to express the disapproval of the community; and to deter other pupils from similar behaviour. However, this will always be preceded by a restorative justice approach to behaviour management which asks the following questions:

- *What happened?*
- *What were your thoughts and feelings at the time?*
- *Who has been affected and how?*
- *What are your thoughts and feelings now?*
- *What do you need to do to move on/feel better?*

- *What do you need to do to put this situation?*
- *What needs to happen now in order to put things right?*

The Local Board of Governors will monitor each school in this regard.

It is recognised that sanctions will enable the pupil to reflect upon and learn from their behaviour and make reparation wherever possible. Because of the focus on positive behaviours and the opportunities for pupils to learn from their mistakes, the Trust Board expects lower than the national average rates of exclusion.

Some pupils, for example those with special educational needs, physical or mental health needs can experience particular difficulties with behaviour and the Trust will seek to ensure that such pupils receive behavioural support according to their need. However, when making decisions each school must 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.

4. 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 Values:

These values underpin the ethos of each school and influence behaviour, aspiration and achievement:

- Hope
- Trust
- Respect
- Responsibility
- Courage
- Perseverance

Our Rights:

Every member of each school community has:

- the right to feel and to be safe;
- the right to respect
- the right to learn

5. References

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

Statement agreed: Autumn 2015

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