



# Written Statement of Behaviour Principles

Document date: November 2021



*Together, pursuing life in all its fullness*

<b>Version</b>	<b>Date</b>	<b>Author</b>	<b>Changes</b>
v1.0	01/07/2014	Jo Baker	v1.0 approved by MAT Board
v2.0	08/06/2016	Jo Baker	Remove statutory requirement for home school agreement
v3.0	14/12/2017	Louise Beale	Update dates of referenced policies. Updated to new template.
V4.0	November 2021	Louise Beale / Amy Bills	Updated for AGC's, sections 3, 4, 5.2, 6.1, 6.4, 7, 8 re-written, new title for section 9

Review date: November 2024

## **CONTENTS:**

1. INTRODUCTION
2. AIMS OF THE BEHAVIOUR PRINCIPLES
3. APPROACH TO BEHAVIOUR
4. ACADEMY BEHAVIOUR POLICIES
5. REWARDS
6. SANCTIONS
7. MONITORING AND EVALUATION
8. USE OF REASONABLE FORCE
9. SEARCHING, SCREENING AND CONFISCATION
10. THE POWER OF DISCIPLINE BEYOND THE ACADEMY GATE

## **1. INTRODUCTION**

- 1.1. The Diocese of Coventry Multi Academy Trust recognises the importance of good behaviour in creating a positive teaching and learning environment for both staff and pupils. This policy sets the framework for all academies in the Trust to promote good behaviour.
- 1.2. Each academy is required to publish its own local academy behaviour policy in line with this framework as well as taking full account of current law and guidance on behaviour matters.
- 1.3. The purpose of this statement is to provide guidance for the Headteacher and Academy Governance Committee (AGC) in drawing up the academy's behaviour policy so that it reflects the shared aspirations and beliefs of the Multi Academy Trust, AGC Members, staff and parents.

## **2. AIMS OF THE BEHAVIOUR PRINCIPLES**

2.1. The aim of the Multi Academy Trust is:

- to create an environment that encourages and reinforces good behaviour in line with Christian values;
- to define acceptable standards of behaviour;
- to encourage consistency of response to both positive and negative behaviour;
- to promote self-esteem, self-discipline and positive relationships;
- to ensure that the Academy's high expectations and agreed strategies are widely known and understood;
- to encourage the involvement of both home and the Academy in the implementation of this policy.

2.2. The adults encountered by the pupils at the Academy have an important responsibility to model high standards of behaviour, both in their dealings with the pupils and with each other, as their example has an important influence on the pupils. As adults within the academy community we should:

- create a positive climate with high, realistic expectations;
- emphasise the importance of being valued as an individual within the group;
- promote, through example, honesty and courtesy;
- provide a caring and effective learning environment;
- encourage relationships based on kindness, respect and understanding of the needs of others;
- ensure fair treatment for all regardless of age, gender, race, sexual

- orientation, ability and disability;
- show appreciation of the efforts and contribution of all.

### **3. APPROACH TO BEHAVIOUR**

3.1. The Multi Academy Trust expects each academy to:

- consider behaviour as an aspect of the curriculum to be explicitly taught
- establish a caring academy ethos where the quality of all relationships is positive;
- involve all of the academy community in making and celebrating the rules;
- ensure that everyone knows and practises the core values;
- regularly use a variety of strategies to promote high standards of behaviour;
- use praise to promote self-esteem, using this to reward kindness shown for others, for consistent good manners, good effort and high standards of achievement;
- establish clear and appropriate procedures for the use of rewards and sanctions, ensuring that this is consistently applied by all adults
- ensure that all staff are conscious of the example they set through every interaction;
- focus on individual pupils' behaviour, and not the individual pupil themselves;
- seek guidance from outside agencies when extra support is needed;
- ensure that leaders support all staff with management of behaviour issues;
- provide opportunities for children to make independent choices and become increasingly responsible for their own actions.

3.2. It is important that the academy provides a clear and consistent approach to behaviour is understood by staff, pupils and parents and carers.

3.3. All members of the academy community have the right to feel secure and well respected. Everyone is expected to show courtesy and tolerance for others and to behave in a responsible manner.

### **4. ACADEMY BEHAVIOUR POLICIES**

4.1. In drawing up an academy behaviour policy the Headteacher should consider current legislation and guidance from the DfE.

4.2. The Academy must also ensure that an effective anti-bullying strategy is

established, shared and implemented.

- 4.3. The academy's behaviour policy must be approved by the Academy Governance Committee and publicised in writing to staff, parents and pupils every year and must be included on the academy website.
- 4.4. The academy's behaviour policy should set out the disciplinary action that will be taken against pupils who are found to have made malicious accusations against academy staff. Where such an allegation is made, appropriate support will be provided to the member(s) of staff affected.
- 4.5. The academy's behaviour policy should acknowledge the academy's legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs.

## **5. REWARDS**

- 5.1. Rewards have a motivational role in helping pupils to see that good behaviour is valued. A behaviour policy should place emphasis on rewards to reinforce good behaviour, rather than on sanctions.
- 5.2. We are committed to promoting and rewarding good behaviour including (but not limited to):
  - Praise
  - Positive postcards/letters home
  - Contact home by staff text, phone, e-mail and/or letter
  - Internal reward points, house points, class/form points
  - Stickers
  - Certificates
  - Assembly/form time awards and recognition
  - Reward days/time e.g. golden time

## **6. SANCTIONS**

- 6.1. Although rewards are central to the encouragement of good behaviour, realistically there is a need for sanctions to register the disapproval of unacceptable behaviour and to protect the security and stability of the academy community. In an environment where respect is central, loss of respect, or disapproval, is a powerful punishment. The use of sanctions must always be reasonable and proportionate, and characterised by certain features:
  - Academies will consider the range of protected characteristics identified in the Equality Act 2010 plus individual pupil needs such as any special educational needs or disabilities, parental support.
  - It must be clear why the sanction is being applied.

- It must be made clear what changes in behaviour are required to avoid future punishment.
  - Group punishment should be avoided as this can breed resentment.
  - There should be a clear distinction between minor and major offences.
  - It should be the behaviour rather than the person that is punished.
- 6.2. When discussing behaviour incidents with children it is important that all adults talk to them in a quiet, calm and non-confrontational manner.
- 6.3. Staff should be encouraged to work through the incident with the pupil asking them to consider:
- What happened?
  - What were you thinking?
  - How were you feeling?
  - Who else has been affected by this?
  - What do you need now so that the harm can be repaired?
- 6.4. In the event of a significant or persistent breach of the behaviour policy, Fixed Term or Permanent exclusions will be considered in line with the Exclusions Policy.

## **7. MONITORING AND EVALUATION**

- 7.1. A record of behaviour incidents should be regularly analysed and readily available. This could be logged on CPOMS or recorded in a separate behaviour log as per academy policy.
- 7.2. Rewards and all sanctions that warrant more than an informal verbal warning should be recorded and monitored to provide the academy with regular information on how effectively the behaviour policy is working.
- 7.3. The academy should also monitor to ensure that rewards and sanctions are used appropriately, equitably and consistently; and so the data can be analysed, including for key and vulnerable groups, to inform policy and practice.

## **8. USE OF REASONABLE FORCE**

- 8.1. When dealing with the issue of the use of reasonable force academies should ensure practice is in line with the Trust wide Guidance on the Use of Force and Physical Intervention and in line with current guidance from the Department of Education.
- 8.2. Any use of force by staff will be reasonable and proportionate.

- 8.3. The Trust policy on the use of reasonable force acknowledges the academy's legal duty to make reasonable adjustments for pupils with special educational needs or disabilities (SEND).
- 8.4. In developing the academy's approach to the use of reasonable force academies should address the need for staff training and procedures for informing parents when force has been used on their child.
- 8.5. In line with the current guidance issued by the Department of Education<sup>1</sup> the Dioceses of Coventry Multi Academy Trust recognises that
- Academies do not require parental consent to use force on a student.
  - Academies should not have a 'no contact' policy. There is a real risk that such a policy might place a member of staff in breach of their duty of care towards a pupil, or prevent them taking action needed to prevent a pupil causing harm.
  - By taking steps to ensure that staff, pupils and parents are clear about when force might be used, the academy will reduce the likelihood of complaints being made when force has been used properly.

## **9. SEARCHING, SCREENING AND CONFISCATION**

- 9.1. When dealing with the issue of the screening and searching pupils academies should ensure policies are in line with current guidance from the Department of Education in respect of teacher's powers to search pupils.<sup>2</sup>
- 9.2. Clear advice and guidance should be provided to help members of staff to better understand the extent of their powers and how to use them.
- 9.3. Academy rules should clearly identify which items are banned and which may be searched for.
- 9.4. Academies must not seek to hinder teacher's powers by including non-searching policies.

## **10. THE POWER TO DISCIPLINE BEYOND THE ACADEMY GATE**

- 10.1. Teachers have the power to discipline pupils for misbehaving outside of the academy premises "to such an extent as is reasonable" as defined by Section 90 of the Education and Inspections Act 2006.

---

<sup>1</sup> Use of reasonable force: Advice for Headteachers, staff and governing bodies – July 2013

<sup>2</sup> Searching, screening and confiscation: Advice for Headteachers, school staff and governing bodies

<sup>2</sup> Searching, screening and confiscation: Advice for Headteachers, school staff and governing bodies – January 2018

- 10.2. The academy behaviour policy should set out what the academy will do in response to non-criminal bad behaviour and bullying which occurs off the academy premises and which is witnessed by a member of staff or reported to the academy, including the sanctions which will be imposed on pupils.
- 10.3. Academies must not seek to hinder teacher's powers to discipline pupils for misconduct outside the academy
- 10.4. When dealing with the issue of the power to discipline beyond the academy gate staff and AGC Members should ensure the policy is in line with current guidance from the Department of Education.