

Behaviour Policy

Trust Policy	
Monitoring	Frame of engagement
Member of Staff Responsible	Executive Principal
Consultation Parameters	Trust Board
Date of Policy	September 2018
Review Cycle	4 years
Date of Review	March 2018
Website	Yes

School Level Policy	
Statutory Policy	Yes
Member of Staff Responsible	Headteacher
Review Cycle	Headteacher free to determine
Approval	Headteacher
Legislation	Independent School standards Regulations (Schedule 1 part 3 paragraph 9)

Rationale

It is our aim that every member of the Trust's community – students, staff, parents, governors, the wider community - feels valued and respected, and is treated fairly. We are a caring community, whose values are built on mutual trust and respect for all. We therefore expect **all** members of our community to set an example to others in order to establish, by way of routine and instinct, the highest standards of behaviour. By enabling excellent learning and wise choices, we wish to prepare our students for life after school.

Impact on learning

We aim, in all our schools, to encourage, engender and enable a self-disciplined, self-regulating community that values excellent standards of behaviour and that leads to enjoyment of learning and celebration of the people, activity and purpose within our school communities. All our schools operate on trust, and implicitly we trust our students to make the right choices.

Standards

Standards of behaviour will be viewed in many areas –

- through our students' engagement in the classroom and the manner by which they complete their work,
- in their order and discipline in the corridors,
- outside the classroom – at lunch-times, break times and at the margins of the day,
- whenever they represent the school on school trips,
- on their journey to and from school

Anti-Bullying Statement

At the heart of our work on behaviour is a zero tolerance approach to any form of bullying. All schools in the Trust believe that everyone has the right to feel welcome, safe and happy and are committed to ensuring that all members of the school communities are able to achieve their potential without the fear of being bullied. Bullying of any kind is never acceptable and will not be tolerated.

It is the responsibility of all members of the school communities to implement the anti-bullying procedures (which are found in each school's web-site) and it is our aim to prevent bullying by establishing a positive environment and encouraging standards of behaviour that promote a sense of responsibility, for the welfare of others. We take the issue of bullying very seriously. Students, parents/carers and staff should understand that reporting instances of bullying is essential and be assured that they will be fully supported.

The use of technology to intimidate others is an increasing national trend and that such forms of bullying will also be dealt with robustly under each school's anti-bullying procedures.

Stakeholders

Although our Behaviour policy is primarily written for and about our young people (students and pupils), our schools have the highest expectations of its staff and governors (through their respective codes of conduct), parents (through the home-school agreement and the expectations). The expectations of parents are expressed in Parental Expectations, which can be found on the Trust web-site.

The role-model ethos, whilst an essential part of our development of students, must be reflected in all aspects of the work of staff and governors, as well as the manner by which parents and the wider community engage with the school. The standards we set to each other are the standards which enable our values and expectations to be achieved; therefore, there will be consequences for any individual who fails to adhere to such standards.

Process

We expect the student and staff voice in all schools, to be an essential dimension of developing a behaviour policy, based around our values of Selfless, Self-assured, Successful and the standards articulated above. All iterations of the individual school's policy on behaviour therefore include a role for the student body to shape the policy; staff voice must also be included in this respect.

Each school will develop its own rewards, sanctions and resulting application criteria according to its own context. These procedures will be consistently based on the rationale above

Evaluation

We will judge the impact of our policies and expectations according to:- behaviour records, Attendance records, Staff/student/parent voice, lesson observations/learning walks, anecdotal observations.