



WOODNEWTON ACADEMY TRUST

Behaviour Principles

Version Reference Number	ST05
Owner	Directors
Person Responsible for Policy	Principles
Linked to	<ul style="list-style-type: none"> • Behaviour and discipline in schools - advice for Principal/Head of School and school staff, DfE Jan 2016 • Keeping children safe in education, DfE September 2016 • Exclusion from maintained schools, academies and pupil referral units in England - Statutory guidance for those with legal responsibilities in relation to exclusion, DfE updated 2015 • Use of reasonable force - advice for Principal/Head of School, staff and governing bodies, DfE Jan 2016 • Positive Handling Policy • Academies individual Behaviour Policy
Last Review Date	October 2017
Website Updated	Yes
Next Review Date	Free to determine

Written Statement of Behaviour

Introduction:

This is a statement of principles, not practice. It is published on the Trust website and underpins the Trust Behaviour Policy

The Trust Behaviour Policy is devised by individual academies with reference to the DfE guidance document Behaviour and Discipline in Schools – Advice for Principal/Head of School and School Staff, January 2016.

The Education and Inspections Act 2006 and DfE guidance document for governing bodies (Behaviour and Discipline in Schools, 2015) requires the governing body to make and frequently review a written statement of general behaviour principles to guide the Behaviour Policy. Practical applications of these principles are the responsibility of the Principal/Head of School of each Academy through the Trust Behaviour Policy.

At the Woodnewton Academy Trust: -

- We believe that high standards of behaviour lie at the heart of a successful school and enable children to make the best possible progress in all aspects of their school life.
- We value everyone as an individual, capable of growth, change and development.
- Our relationships are underpinned by the principles of justice, equality, mutual respect, fairness and consistency.
- We have high expectations that support the development of our pupils as effective and responsible citizens.
- We believe that all members of our Trust community should be able to learn and achieve in a safe, secure and orderly environment.
- We have high expectations of everyone and we will actively promote equality of value whether race, gender, age, sexuality, religion or disability.

Our Principles:

- All children, staff and visitors have the right to feel safe at all times at school and procedures should consider the requirements of the Education Act 2002 in relation to safeguarding and promoting the welfare of children.
- Woodnewton Academy Trust academies are inclusive schools. Bullying or harassment of any description is unacceptable. All members of the school community should be free from discrimination of any sort. Measures to protect all members of the school community are set out in the Behaviour Policy and Equality statement, reflecting the duties of the Equality Act 2010.
- The Trust believe children should be at the heart of the development of school rules and these should be regularly reviewed with the involvement of the School Council and in consultation with staff and parents.
- High standards of behaviour are expected. The school rules should be clearly set out in the Behaviour Policy and displayed around school. Governors expect these rules to be consistently applied by all staff.
- Governors would like to see a wide range of rewards, consistently and fairly applied in such a way as to encourage and reward good behaviour around school.
- Sanctions for unacceptable/poor behaviour should be known and understood by all staff and pupils, consistently applied and regularly monitored to ensure effective impact.

- It is recognised that the use of rewards and sanctions must have regard to the individual situation and the individual student and the Principal/Head of School is expected to use discretion in their use. Sanctions should however be applied fairly, consistently, proportionally and reasonably, taking into account special educational needs and disability and the needs of vulnerable children. Support and assessment from external agencies should be available support as necessary for pupils who display continued disruptive behaviour.
- We believe children should be given opportunities and openly encouraged to support each other in the process of positive reinforcement and personal growth, learning and recognising good behaviour.
- We expect pupils and parents to cooperate to maintain an orderly climate for learning.
- The Governors strongly feel that exclusions, particularly those that are permanent, must only be used as the very last resort.
- The Governors wish to emphasise that violence, threatening behaviour or abuse by pupils or parents towards the school's staff will not be tolerated. If a parent does not conduct himself/herself properly, the school may ban them from the school premises and, if the parent continues to cause disturbance, he or she may be liable to prosecution.
- Some pupils, for example those with special educational needs, physical or mental health needs, and looked after pupils 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 the 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.
- Given the importance of the safety of the pupil body, the Governing body support the right of an individual academy to permanently exclude for a single offence where it is considered that allowing the pupil to remain in the academy would seriously harm the education or welfare of the pupil or others in the academy. Similarly, given the overriding need to keep children safe, the school will utilise their powers to search and to use reasonable force in order to keep individuals from harming, or further harming, themselves or others.
- We work with parents and carers to understand their children and their circumstances and believe this relationship is an important part in building a strong learning community. Similarly, given our duty of care to the pupils, this written statement and the policies that both stem from it and are influenced by it (for example, Behaviour, Anti-bullying and exclusions) applies to all pupils when in school, when travelling to and from school, and when engaged in extra-curricular activities such as educational trips and visits (residential and non-residential) and when being educated as a member of Woodnewton Academy Trust off-site.
- The Trust will include guidance and clarification for staff on their powers to search (for banned items), to use of reasonable force (make physical contact with children) within the positive handling policy, and to discipline pupils for misbehaviour outside school (including notifying the police) witnessed by a member of staff or reported to school when:
 - * Travelling to or from school
 - * Taking part in school organised or related activity
 - * Wearing school uniform or in some other way identifiable as a pupil

References

Behaviour and discipline in schools - advice for Principal/Head of School and school staff , DfE Jan 2016

Keeping children safe in education, DfE September 2016

Exclusion from maintained schools, academies and pupil referral units in England - Statutory guidance for those with legal responsibilities in relation to exclusion, DfE updated 2015

Use of reasonable force - advice for Principal/Head of School, staff and governing bodies, DfE Jan 2016