

Principles of Behaviour Management February 2019

1.0 Introduction

Create partnership Trust has referred to the DFE guidance on behaviour in schools 2016 as guidance when writing the principles of behaviour management for the Trust. Each school in the Trust; **Brookfields, Conway, Greet** and **Hodge Hill** has its own behaviour management policy, which is reviewed at least every two years.

1.1 Each school's behaviour policy:

- Is clarified at least termly and at the commencement of any temporary/supply staff appointments.
- All the schools are encouraged to share their policies so that consistency is promoted across the Trust.
- is clarified for all members of staff including any temporary or supply staff.
- Includes an updated list of key staff to whom any concerns should be referred.
- Is published on the school website and referred to in school newsletters and/or at parents' meetings so that families are fully aware of the school's expectations.
- Takes account of other school and/or Trust policies; for example, safeguarding, inclusion, exclusion.
- Includes the means by which behaviour is tracked and monitored and the interventions which might take place, including at times of transition (start and end of day, breaktimes and movement between lessons) during the school day as well as in classrooms.
- Includes how parents, carers and families are involved and informed, including where behaviour is good.
- Includes how inexperienced teachers or other staff are trained to manage difficult or challenging behaviour.
- Promotes inclusion and seeks every means to avoid exclusion, including alternatives to fixed-term exclusion.

2.0 The Trust's principles of behaviour management as guidance for school policy

We promote the *Four Rs*: respect, rights, responsibilities and routines.

RESPECT:

All members of our school community are treated with unconditional respect, which is not affected by past experiences or current behaviour. Our high expectations are maintained at all times.

RIGHTS:

All members of our school communities have the right to feel safe, learn, achieve and be respected.

RESPONSIBILITIES:

All members of our school communities have the responsibility to treat others with respect, support others in their learning and celebrate achievements.

ROUTINES:

Good routines promote good behaviour and enable good learning. All staff and pupils are coached in the school routines and expected to adhere to these at all times.

2.3 Twelve non-negotiable principles for our Trust

1. Inclusion is at the heart of the Trust as an organisation and of this policy.
2. Above all else, the management of behaviour is based on ensuring that all pupils are kept safe at all times. Poor behaviour, including bullying and racism is not tolerated because it can affect the welfare and safety of our school communities.
3. We recognise that pupils need to learn the social, emotional, behavioural and learning skills required to be successful at school.
4. We provide a high quality, broad and balanced curriculum which both supports and challenges pupils and is geared to their individual needs and abilities.
5. We promote both individual and collaborative learning so that pupils understand their personal application and the need to work alongside others.
6. Pupils' independence, at the appropriate level for their age and stage of learning, is actively promoted so that they can make positive behaviour choices.
7. Staff are trained to provide patient encouragement to pupils who are still learning how to make positive behaviour choices.
8. Staff model good behaviour, positive attitudes and mutual respect at all times.
9. Pupils are encouraged to reflect on their behaviour and are professionally guided to improve.
10. We recognise that a close partnership with parents, carers and families is essential if pupils are struggling to behave well.
11. We understand that, in rare cases, we may not have the capacity to support a pupil's behaviour improvement and we will look to other schools in the Trust for extra capacity, in addition to seeking the support of outside agencies.
12. As we are committed to inclusion in our schools, we will actively seek alternatives to exclusion.

Responsibility for this policy:	Board of Directors (Trustees)
Responsibility for monitoring and evaluation:	Executive Headteacher and Headteachers
Date of policy:	February 2019
Date of next review:	February 2021 (or earlier if required)
Links to other policies:	Safeguarding, Inclusion, Exclusion