

Create Partnership Trust

Creating futures through our shared values of excellence, partnership and perseverance

Behaviour Management: Trust Principles

A set of principles for all Trust schools

Review: September 2019

Responsibility for this policy:	CEO
Responsibility for implementation:	Headteachers/Head of School
Date of next review:	September 2021 or as required
Links to policies:	Schools' policies on behaviour management Safeguarding

1 Introduction and definitions

1. Each school in the Trust has its own behaviour management policy which is reviewed every two years.
2. Each school's policy is regularly clarified for staff and at least annually and at the commencement of any employment including temporary and agency staff.
3. The schools are encouraged to share their policies to encourage consistency and the sharing of best practice.

Each school's behaviour policy:

- Is clarified for all staff including temporary, agency, volunteers and students or trainees
- Is included in all induction programmes
- 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, parents' meetings, etc so that families know the school's expectations
- Takes account of related Trust policies; for example, Safeguarding
- Includes the means by which behaviour is tracked and monitored, including the interventions which might take place, such as at points of transition (start and end of day, breaktimes and movement between classrooms) and in classrooms
- Includes how parents, carers and families are involved and informed, including where behaviour is good
- Includes how inexperienced staff are trained to manage difficult or challenging behaviour
- Promotes inclusion and seeks every means to avoid exclusion, including alternatives to fixed exclusion
- May have its own terminology (related to its unique ethos) but must meet the Trust's principles in terms of its meaning and practice.

2. The Trust's principles of behaviour management as a guide for school policy

2.1 We promote the *Four Rs*: respect, right, responsibilities, routines

RESPECT:

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

RIGHTS:

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

RESPONSIBILITIES:

All members of our school community have the responsibility to treat others with respect, to support others in their learning and to celebrate all 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 them at all times.

2.2 Twelve non-negotiable principles for our Trust

- 1 Inclusion is at the heart of the Trust as an organisation and is central to our work.
- 2 Above everything else, the management of behaviour is based on a commitment to ensuring that 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 the school community.
- 3 We recognise that pupils need to learn the social, emotional, behavioural and learning skills required to be successful at school.
- 4 We are committed to providing 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 the need for their personal application as well as positive and collaborative working with others.
- 6 Pupils' independence is actively promoted, at the appropriate level for their age and stage of learning, so that they can make good behavioural choices.
- 7 Staff are trained to provide patient encouragement to pupils who find it difficult to make good behavioural choices.
- 8 Staff model good behaviour, positive attitudes and 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/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 or the locality for further support, in addition to urgent advice and help from outside agencies.
- 12 We will actively seek in-school alternatives to both fixed-term and permanent exclusion.