

## TRUST BEHAVIOUR POLICY

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Version	Date	Description	Revision author
1.0	Sept2017	Created from the Systemised Approach Toolkit Theme: Behaviour	SEM/DJH

# Trust Schools should have in place supporting documented procedures and systems to ensure they are legally compliant with national guidelines.

## ***Systemised Approach Toolkit Theme: Behaviour***

### **Core Principles**

Beckfoot Trust schools develop a climate for learning where students make rapid progress, enjoy learning and believe anything is possible. Our schools embed a culture where pupils and students attend every day, are active in their learning, independent and resilient to challenge and change which is shared and supported by our parent body. The school creates the climate that allows learning to flourish, learners feel safe and they are rewarded for excellent attendance and positive behaviour.

### **Expected Practice**

The headteacher must ensure that:

- The school's Support and Challenge team of non-teachers have the capacity to be readily available to support and challenge behaviour in school following the agreed Trust procedures.
- The Support and Challenge team is held to account for the tracking and intervening of behaviour in their phase, year group, including key groups: gender, ethnicity, SEND, Disadvantaged, Prior Attainment groups.
- The Support and Challenge Team are directed and line managed by the senior leader responsible for Climate for Learning in line with the school's Quality Assurance cycle and impact reporting system.
- Leaders are present at the entrance of the school each morning to welcome in the students and check standards of uniform. The modelling of saying 'good morning' through the meet and greet system will enable a calm start to the day.
- Leaders and Support and Challenge teams are visible during social times to embed the high expectations of behaviour: before school, at break and lunchtimes, and when the students are leaving the school site at the end of the day.
- Support and Challenge teams work alongside phase, key stage and subject leaders to ensure that interventions are appropriate, timely and support learning.
- The quality and impact of interventions are monitored and evaluated through the school's Quality Assurance cycle and impact reporting system.
- Systems are in place to ensure that staff have readily available information about provision and interventions in place for different groups of pupils and students, in particular Disadvantaged and SEND.
- A senior school representative will attend a 'MAT – BAC' group on a half-termly basis to discuss pupils or students who are at risk of exclusion.
- Ensure that positive behaviour, for example Attitude to Learning grades 1 – 1.5, 'positive points', etc. is celebrated regularly and parents or carers are informed.

#### **Impact is measured by:**

#### **Metrics**

- Behaviour range data collected and analysed on a half termly basis, by phase and by group e.g. gender, prior attainment, Disadvantaged, SEND, ethnicity and overall, and used to inform interventions.
- Attitude to Learning data collected and analysed regularly, by phase, key stage and by group, e.g. gender, prior attainment, Disadvantaged, SEND, ethnicity and overall.
- Student surveys and other ways of collecting pupil/student voice, e.g. engagement in pupil/student leadership.

#### **Reporting and Review**

- Regular reporting of behaviour range data at TEC and Trust Board meetings.
- Regular reporting of Attitude to Learning data at TEC and Trust Board meetings.