

TRUST BEHAVIOUR POLICY

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Approved by Board of Directors			
Version	Date	Description	Revision author
1.0	Sept2017	Created from the Systemised Approach Toolkit Theme: Behaviour	SEM/DJH
2.0	Feb 2019	Further Guidance added	SEM/ASB

Systemised Approach Toolkit Theme: Promoting Positive Behaviour

Core Principles

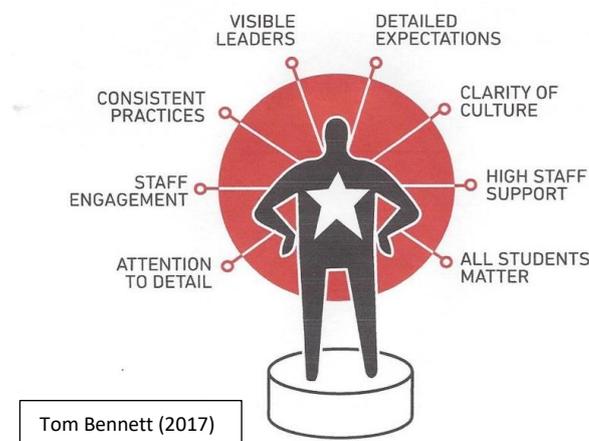
Beckfoot Trust schools develop a climate for learning where students make rapid progress, enjoy learning and believe anything is possible. Our schools embed a culture where pupils and students attend every day, are active in their learning, independent and resilient to challenge and change which is shared 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.

“A student’s experience in school remains one of the most insightful indicators of later life success in any one of a number of metrics. For many it is the best chance they will ever have to flourish. How they conduct themselves at school is crucial to that experience. Helping them develop good behaviour is therefore one of the most important tasks a school faces.” Tom Bennett (DfE 2017): *Creating a Culture: How school leaders can optimise behaviour.*

Expected Practice

The headteacher must ensure that:

- Members of the senior leadership team are highly visible around the school.
- That the school culture is characterised by:
 - Explicit values;
 - Ambitious goals supported by a strong leadership team;
 - Effectively communicated, realistic, detailed expectations understood clearly by all members of the school;
 - Highly consistent working practices throughout the school;
 - High levels of staff and parental commitment to the school vision and strategies;
 - High levels of support between leadership and staff, for example, staff training;
 - Attention to detail and thoroughness in the execution of school procedures and strategies;
 - A belief that all students matter equally; setting high expectations of all students and staff.



- High standards of behaviour are underpinned by a written behaviour procedure that promotes positive behaviour and positive attitudes to learning and is effectively implemented. The school procedure must:
 - Promote good behaviour
 - Set out the disciplinary sanctions used when a pupil misbehaves
 - Academies must also have a written anti-bullying strategy. (DfE 2016)
- And should cover:
 - The responsibilities of pupils, staff and parents;
 - Principles and practical strategies for promoting positive behaviour;
 - How outstanding behaviour and attitudes are reinforced, celebrated and maintained and how this is shared with families;
 - How consequences are implemented to help pupils learn from ‘behavioural mistakes’ and repair any harm done to others;
 - Reporting and monitoring behaviour incidents;

- How school data is tracked and used to improve the effectiveness of the behaviour policy.
- Information about the school's behaviour procedure must be made available to parents on the school's website.
- All teachers are supported to develop into 'expert teachers'. Expert teachers instil a sense of purposeful calm in their classroom and know how to optimise behaviour because they understand and effectively demonstrate:
 - ✓ Where to stand, to see all the pupils;
 - ✓ How to use and vary tone of voice throughout the lesson;
 - ✓ Who to question, what to ask, and how to ask it;
 - ✓ How to sequence examples and explanations;
 - ✓ How to use humour;
 - ✓ Where to sit pupils;
 - ✓ How to build on prior knowledge;
 - ✓ How, over the course of an academic year, to build a class culture.
- 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, disadvantaged and SEND learners.
- In Trust secondary schools a senior leader will attend a 'MAT – BAC' group on a half-termly basis to discuss pupils or students who are at risk of exclusion.

Impact is measured by:

The Trust collates, analyses and reports on managed moves, fixed term and permanent exclusions on a termly basis, by phase, school and group, including gender, disadvantage, and SEND. The Trust also engages with learners and their families, e.g. using surveys, to understand the obstacles and barriers to improving behaviour.

The schools undertake forensic analysis of attitudes to learning and behaviour, including classroom codes, referrals to isolation, managed moves, exclusion, etc. on a weekly basis overseen by the member of SLT responsible and the support and challenge team (secondary) or other staff responsible (primary and special). Analysis should be at whole school-, key stage-, year group- and groups-levels, and, in some cases, at the individual learner-level. Schools should track behaviour over the whole year (cumulatively) and in comparison with, behaviour over the same periods in previous year(s).

The Trust and schools will collectively monitor the impact of strategies to improve behaviour and reduce managed moves and exclusions, share effective practice and celebrate successes.