



Behaviour Principles

Approved by:	Trust Board	Date: Spring 2019
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Last reviewed on:	Spring 2019
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Next review due by:	Spring 2022
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Purpose

This document contains the Trust statement of principles for behaviour.

It is used to guide Eko Trust School's Head Teachers in drawing up each school's individual behaviour policies.

The actual production and implementation of each Trust School's Behaviour Policy is the responsibility of the Headteacher, with the support from the Local Governing Body.

Our Trust Vision for Behaviour

Every member of our community is empowered to learn, to be ambitious, to be resilient and to embody the following values with regards to behaviour:

Vitality - All Trust staff to respond with energy, compassion and consistency when confronted by challenging behaviour

Optimism - To encourage the pursuit of excellent behaviour at all times

Integrity - To encourage all members of the Trust community to respect and value the many and varied differences between each other

Courage - To support and challenge vulnerable pupils who present with challenging behaviours to develop ownership and a sense of responsibility

Equity - To establish a fair, open and consistent set of rules meeting the individual complex needs surrounding behaviour (including SEND behaviour) in our Trust schools

Our Trust Aims for Behaviour across schools

In the Eko Trust we are passionate about nurturing, growing and developing people. We recognise that positive relationships, developed in a calm and constructive learning environment are essential for our learners overall progress. It is the aim of the Eko Trust that every member of the Eko community feels valued and respected and that each person is treated fairly and well.

To be effective in creating this community we need to have a clear understanding of the learning that each child needs; to know how each child best learns, the expectations and the appropriate activities for that learning to take place. We need to work to time schedules and set targets for both ourselves, and our children. We need to ensure learning needs are met by the provision of differentiated work and experiences; and meet the wide range of abilities and needs within each Trust School. Children and adults should know how to be successful with learning, and their next steps; all teachers and support staff need to be well organised and prepared, set high standards of themselves and of the children; modelling appropriate social interactions and responsibilities. We are all on this journey and are all accountable.

In the Eko Trust we value the diversity of backgrounds of all pupils, families and wider school community. We celebrate the multi-cultural, multi faith and ever-changing nature of the United Kingdom and understand the vital role we have in ensuring that groups or individuals within the Trust community are not subjected to intimidation or radicalisation by those wishing to unduly, or illegally, influence them.

Our Trust reflects British values in all that we do. We aim to nurture our children on their journey through life so they can grow into safe, caring, democratic, responsible and tolerant adults who make a positive difference to British society and to the world. We encourage our children to be creative, unique, open-minded and independent individuals, respectful of themselves and of others in our Trust, our local community and the wider world.

The Trust wishes each school to promote the following values, beliefs and principles in each school's individual behaviour policy:

- all members of the school community (pupils, staff, parents/carers and governors) should show respect for one another;
- all members of the school community should be listened and responded to;
- all members of the school community are entitled to work and learn in a safe and secure environment;
- all members of the school community should be considerate towards the learning needs of each individual and supportive of the school as a learning community.
- the behaviour policy should reflect the shared aspirations of all members of the school community, including those with SEND;
- good behaviour should be actively promoted and encouraged. All school staff should model positive behaviour;
- all members of the school community should understand and accept the behaviour policy;
- there should be active development of pupils' social, emotional and behavioural skills;
- restorative justice should be used, where appropriate, to resolve disputes and incidents;
- good behaviour should be rewarded consistently and consequences/sanctions applied consistently;
- pupils whose behaviour and attendance may deteriorate due to circumstances outside of their or the schools' direct control (such as bereavement, abuse, divorce, separation of parents) should be identified and supported;
- where appropriate, the governors and Head Teacher should work positively with outside agencies;
- bullying behaviour is always investigated and outcomes shared with key people (families, victims/wrongdoer.) Bullying is always unacceptable.
- Key interventions: i.e. THRIVE/RJ and Play Therapy across the Trust, are used appropriately, meeting the complex individual needs of our students and communities

Equality

The Trust expects each school's behaviour policy and any related policy or procedure to be produced in accordance with equality legislation and the duty to eliminate discrimination.

Contents of the Behaviour Policy: The Trust offers guidance that the school behaviour policies should contain:

- The school rules;
- details of how good behaviour is promoted, including acceptable rewards;
- details of how unacceptable behaviour is discouraged, including restorative justice and sanctions;
- details of how serious and persistent unacceptable behaviour will be managed;
- details of the exclusion policy;
- details of SEND, Inclusion and Disability Equality in relation to positive behaviour
- mention of and reference to the anti-bullying policy

January 2019