



Elements

Diocesan Learning Trust

Flourishing together, in the love of God.

Statement of Behaviour Principles

Date Approved: October 2022



Our Vision

Our vision has been developed to enable the coming together of like-minded Primary Schools in Dudley – schools that are separate, discrete **elements** that choose to coalesce as a cohesive whole to speak with one shared voice in education within the Borough of Dudley. Each person in these school communities, children, and adults alike, are also **elements** in bringing to fruition an education that enables their own flourishing and that of others. They are unique individuals, each with their own agency and characteristics, but who have an exponential effect when working together with a shared vision and purpose.

This is the vision in which the headteachers, governors and wider stakeholders have placed their trust and it is essential that it is upheld at every stage.

Each school, despite sharing some similarities, has its own unique context, community, culture, ethos, vision, and values. These will be honoured at all times as part of Elements Diocesan Learning Trust.

The vision is deeply rooted in, and is an outworking of, the Church of England's Vision for Education. Elements Diocesan Learning Trust is committed in being 'Deeply Christian: Serving the Common Good', inspired by the particular scripture in John 10:10 where Jesus declares '***I have come that they may have life, and have it to the full***'. These words, combined with the vision's four main guiding **elements** - educating for Wisdom, Knowledge & Skills; Hope & Aspiration; Community & Living Well Together; and Dignity & Respect form the core vision for Elements Diocesan Learning Trust. At times, it is expected that interpretation of what the vision means in practice will vary between individuals and that there will be differences of opinion. At such times, discussion around decisions and actions will be respectful, honouring the four strands of the vision itself and remembering the original reasons for this collaboration.

These core **elements** of the Church of England's Vision for Education have supported the formation of our founding core values.

Our Values

- **Wisdom** – The decisions we take are wise and are based on informed discussions and evidence and aimed at ensuring we achieve the best outcomes for all without forsaking our values
- **Hope** – we have hope for a positive future and always finding positive outcomes
- **Honesty** – we are honest with all inside and outside our organisation, whilst being sensitive to how we deliver these messages
- **Community and Helpfulness** – we work in co-operation and partnership with all staff and wider stakeholders
- **Dignity and Compassion** – we treat all those within and outside our organisation with dignity, irrespective of the circumstances, and we show everyone compassion for the difficulties that they are experiencing
- **Respect** – we are respectful to all, dedicated to ensuring inclusivity and diversity with those that we work with and for others that meet, and our actions may affect.
- **Integrity** – we have strong principles rooted in our Christian mission that lead our actions and decisions

STATEMENT OF BEHAVIOUR PRINCIPLES

1. INTRODUCTION

- 1.1. The Elements Diocesan Learning Trust recognises the importance of good behaviour in creating a positive teaching and learning environment for both staff and pupils. This policy sets the framework for all academies in the Trust to promote good behaviour.
- 1.2. Each academy is required to publish its own local academy behaviour policy in line with this framework as well as taking full account of current law and guidance on behaviour matters.
- 1.3. The purpose of this statement is to provide guidance for the Headteacher and Local Academy Board in drawing up the academy's behaviour policy so that it reflects the shared aspirations and beliefs of the Multi Academy Trust, Local Academy Board members, staff and parents.

2. AIMS OF THE BEHAVIOUR PRINCIPLES

- 2.1. The aims of the Multi Academy Trust are:
 - To create an environment that encourages and reinforces good behaviour in line with Christian vision and values.
 - To define acceptable standards of behaviour.
 - To encourage consistency of response to both positive and negative behaviour.
 - To promote self-esteem, self-discipline and positive relationships.
 - To ensure that each Academy's expectations and strategies are widely known and understood.
 - To encourage the involvement of both home and the Academy in the implementation of the individual academy policy.
- 2.2. The adults encountered by the pupils at each Elements Diocesan Learning Trust Academy have an important responsibility to model high standards of behaviour, both in their dealings with the pupils and with each other, as their example has an important influence on the pupils. As adults within the academy community, we should:
 - Create a positive climate with realistic expectations.
 - Emphasise the importance of being valued as an individual within the group.
 - Promote, through example, honesty and courtesy.
 - Provide a caring and effective learning environment.

- Encourage relationships based on kindness, respect and understanding of the needs of others.
- Ensure fair treatment for all regardless of age, gender, race, sexual orientation, ability and disability.
- Show appreciation of the efforts and contribution of all.

3. APPROACH TO BEHAVIOUR

3.1. The Multi Academy Trust would expect that an academy would:

- Establish a caring academy ethos where the quality of all relationships is positive.
- Support and live out the Church of England Vision for Education.
- Involve all of the academy community in making and celebrating the rules.
- Ensure that everyone knows and practises the core values.
- Regularly use a variety of strategies to promote high standards of behaviour.
- Use praise to promote self-esteem, using this to reward kindness shown for others, for consistent good manners, good effort and high standards of achievement.
- Ensure that all staff are conscious of the example they set the whole time.
- Focus on the pupil's behaviour and not the pupil **him/herself** **themselves**.
- Seek guidance from outside agencies when extra support is needed.
- Support all staff to take ownership of behaviour issues.
- Provide opportunities for children to make independent choices and become increasingly responsible for their own actions.

3.2. It is important that the academy provides a clear and consistent approach to behaviour which can be adopted by staff, pupils and parents.

3.3. All members of the academy community have the right to feel secure and well respected. Everyone is expected to show courtesy and tolerance for others and to behave in a responsible manner.

4. ACADEMY BEHAVIOUR POLICIES

- 4.1. In drawing up an academy behaviour policy, the Headteacher should consider current legislation and guidance from the DfE. In particular, the Behaviour and Discipline in Schools 2016 – advice for head teachers and school staff, the Church of England Vision for Education and Valuing all God’s Children (2017).
- 4.2. By law, the Academy must also ensure that an effective anti-bullying strategy is drawn up and implemented.
- 4.3. The academy’s behaviour policy must be publicised in writing to staff, parents and pupils every year and it should be included on the academy website.
- 4.4. The academy’s behaviour policy should set out the disciplinary action that will be taken against pupils who are found to have made malicious accusations against academy staff.
- 4.5. The academy’s behaviour policy should acknowledge the academy’s legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs.

5. REWARDS

- 5.1. Rewards have a motivational role in helping pupils to see that good behaviour is valued. A behaviour policy should place emphasis on rewards to reinforce good behaviour, rather than on sanctions.
- 5.2. The commonest reward is praise, informal and formal, public and private, to individuals and groups. It is earned by the maintenance of good standards as well as by particularly noteworthy achievements. This is as true for adults as for students.

6. SANCTIONS

- 6.1. Although rewards are central to the encouragement of good behaviour, realistically there is a need for sanctions to register the disapproval of unacceptable behaviour and to protect the security and stability of the academy community. In an environment where respect is central, loss of respect, or disapproval, is a powerful punishment. The use of sanctions should be characterised by certain features:
 - It must be clear why the sanction is being applied.
 - It must be made clear what changes in behaviour are required to avoid future punishment.
 - Group punishment should be avoided as this can breed resentment.
 - There should be a clear distinction between minor and major offences.

- It should be the behaviour rather than the person that is punished.
- 6.2. When discussing behaviour incidents with children it is important that all adults talk to them in a quiet, calm and non-confrontational manner.
- 6.3. Staff should be encouraged to work through the incident with the pupil asking them to consider:
- What happened?
 - What were you thinking?
 - How were you feeling?
 - Who else has been affected by this?
 - What do you need now so that the harm can be repaired?
- 6.4. In extreme circumstances Fixed or Permanent exclusions will be considered in line with the DFE Exclusions Guidance.

7. MONITORING AND EVALUATION

- 7.1. Rewards and all sanctions that warrant more than an informal verbal warning should be recorded and monitored to provide the academy with regular information on how effectively the behaviour policy is working.
- 7.2. The academy should also monitor to ensure that rewards and sanctions are distributed fairly and so the data can be analysed by:
- Gender
 - Ethnicity
 - SEND
 - Age

8. USE OF REASONABLE FORCE

- 8.1. When dealing with the issue of the use of reasonable force academies should ensure policies are in line with current guidance from the Department of Education.
- 8.2. There is no requirement for an academy to have a policy on the use of force, but it is good practice to set out in the academy behaviour policy the circumstances in which force might be used. For example, it could say that teachers will physically separate pupils found fighting or that if a pupil refuses to leave a room when instructed to do so, they will be physically removed.

- 8.3. Any policy on the use of reasonable force should acknowledge the academy's legal duty to make reasonable adjustments for disabled children and children with special educational needs (SEN).
- 8.4. In developing the academy's approach to the use of reasonable force academies should address the need for staff training and procedures for informing parents when force has been used on their child.
- 8.5. In line with the current guidance issued by the Department of Education, the Elements Diocesan Learning Trust recognises that:
- Academies do not require parental consent to use force on a student.
 - Academies should not have a 'no contact' policy. There is a real risk that such a policy might place a member of staff in breach of their duty of care towards a pupil, or prevent them taking action needed to prevent a pupil causing harm.
 - By taking steps to ensure that staff, pupils and parents are clear about when force might be used, the academy will reduce the likelihood of complaints being made when force has been used properly.

9. SCREENING AND SEARCHING PUPILS

- 9.1. When dealing with the issue of the screening and searching pupils, academies should ensure policies are in line with current guidance from the Department of Education in respect of teacher's powers to search pupils.
- 9.2. Clear advice and guidance should be provided to help members of staff to better understand the extent of their powers and how to use them.
- 9.3. Academy rules should clearly identify which items are banned and which may be searched for.
- 9.4. Academies must not seek to hinder teacher's powers by including non-searching policies.

10. THE POWER TO DISCIPLINE BEYOND THE ACADEMY GATE

- 10.1. Teachers have the power to discipline pupils for misbehaving outside of the academy premises "to such an extent as is reasonable" as defined by Section 90 of the Education and Inspections Act 2006.
- 10.2. The academy behaviour policy should set out what the academy will do in response to non-criminal bad behaviour and bullying which occurs off the academy premises and which is witnessed by a member of staff or reported to the academy, including the punishments which will be imposed on pupils.
- 10.3. Academies must not seek to hinder teacher's powers to discipline pupils for misconduct outside the academy.
- 10.4. When dealing with the issue of the power to discipline beyond the academy gate staff and governors Searching, screening and confiscation: Advice for Headteachers, school staff and governing bodies – January 2018.