

BEHAVIOUR PRINCIPLES

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Pupil behaviour and academic progress are inextricably linked, so it is of the utmost importance that staff support and encourage pupils across the Inclusive Multi Academy Trust to display positive behaviour. These Inclusive Multi Academy Trust behaviour principles support the individual behaviour policies implemented in each school and are underpinned by the vision and aims of the Trust.

Vision

Inspiring and nurturing our children and their community to be the very best that they can be.

Aims

The Inclusive Multi Academy Trust Schools will:

- Ensure that all of their children feel welcomed and valued
- Adopt an innovative and collaborative approach to learning with the emphasis on enjoyment
- Provide a supportive network and guidance for all staff
- Promote inclusivity and respect for all, thereby developing good citizenship
- Engage fully with and contribute substantially to their local communities
- Ensure that all of their children are fully equipped for futures in and beyond their further education

The Inclusive Multi Academy Trust expects the following aspects of school practice to contribute to the quality of pupil behaviour through:

- consistency in a positive approach to behaviour
- effective classroom management
- teaching and learning opportunities
- positive behaviour management strategies and the teaching of good behaviour
- behaviour management systems that are shared and understood by all parties
- a range of pupil support systems
- ongoing liaison with parents and relevant external agencies
- careful management of student transition at key transition points • ongoing staff development and support
- strong school leadership

Positive behaviour is achieved and maintained when all members of staff operate together with consistency of purpose. There are several interlinked tiers of the behaviour management system at each school in the trust. The underlying ethos is one of quiet assertion on an individual basis, prevention and de-escalation. Despite the sharpest focus on positive approaches to the management of behaviour, clear guidelines have been set in each school to tackle challenging behaviour. Poor behaviour detracts from effective teaching and therefore inhibits academic and social progress. Staff, students and parents/carers need to be aware of our standards and expectations:

- Every student has the right to learn
- Every teacher has the right to teach without interruption
- Every parent/carer has the right to information about their child's behaviour