

BEHAVIOUR PRINCIPLES

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For the purpose of this policy, the term school and schools refer to schools that are part of the Inclusive Multi Academy Trust

Statement of intent

Pupil behaviour and academic progress are inextricably linked, so it is of the utmost importance that staff support and model to 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.

Beliefs

We believe that:

- happy children learn
- happy staff thrive
- happy parents build a community

Promises

We promise that children in the Inclusive Multi Academy Trust will:

- feel welcome, valued and safe
- develop outstanding academic and social skills
- have fun whilst fostering an intrinsic love of learning
- respect and celebrate everyone's similarities and differences
- build lasting, healthy relationships and support networks
- engage with and contribute substantially to their local community

School practice

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
- modelled and taught language of emotion through zones of regulation,

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 based on the Hertfordshire Steps principles. Despite the sharpest focus on positive approaches to the management of behaviour, clear guidelines have been set in each school to tackle challenging behaviour. Sanctions will largely take the form of restorative justice, enabling pupils to reflect on their behaviour choices and make reparations for them.

Rights

Poor behaviour detracts from effective teaching and therefore inhibits academic and social progress. Staff, pupils 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

The Boxall Profile®

This online tool assesses the social, emotional and mental development of pupils aged 4-18. It provides you with a precise picture of a pupil's strengths, as well as any difficulties which could affect their learning.

Based on these results, the Boxall Profile® also tells you what type of support each pupil needs, providing you with practical strategies and techniques for the classroom or nurture group to help them achieve their full potential.

Hertfordshire Steps

Hertfordshire Steps is a therapeutic approach to positive behaviour management and is already well established in many of our education settings and services. The Steps approach is based on the following principles:

- shared focus on inclusion of all children and young people within their educational settings
- a shared set of values and beliefs
- open and shared communication
- a shared commitment to diversion and de-escalation
- shared risk management
- shared reparation, reflection and restoration