

Behaviour Policy

Approved by RET Board

Approved on March 2021

RET contact Behaviour Adviser

Revision due Every 2 years



RUSSELL EDUCATION TRUST

1. Rationale

- a. This policy takes into account all the relevant legislation and statutory guidance, which are listed in Appendix A. It also considers relevant advice from the Department for Education and these are also listed in Appendix 1.
- b. There is an inextricable link between the standards of teaching and learning and behaviour of students; the quality of teaching has a direct impact on the behaviour of students.
- c. Reinforcing desired behaviours positively is an effective way of establishing outstanding learning behaviour.
- d. The principles of supporting learning and supporting others must be at the heart of the behaviour policy and related procedures.
- e. Success should be genuine, and students should be given the chance to develop their self-discipline and responsibility. The school should provide suitable challenge and safe opportunities for students to fail, so that they may learn from their mistakes.
- f. It is important to understand that the reasons for students' behaviour may be complex. Sometimes they may make genuine mistakes and occasionally they may display intentionally negative behaviour. More often though the situation will be multi-faceted and will have been influenced by a range of factors, recent and historic. Students' previous adverse experiences and/or learning needs may also contribute both to their behaviour, their understanding of it and their ability to engage with resolution. It is therefore always important fully to consider any influencing factors when deciding how to manage a situation. One size does not fit all.
- g. Rewards, if used, should acknowledge and celebrate additional positive actions; they should not be routine for expected conduct. Consequences should be consistent with the behaviour or incident.
- h. Good behaviour must be encouraged and maintained, and poor behaviour improved.
- i. Communication and collaboration with home is vital. Staff will contact home frequently and regularly, as school procedure dictates. Parents are encouraged to pass on any concerns they have about behaviour to the school, immediately.

2. The school expects:

- a. Behaviour that supports learning and engenders a nurturing environment where people feel safe, secure and supported.
- b. Excellent behaviour from students both in and out of the classroom where students model the values of the school.
- c. Students to make outstanding progress – due to consistently good and outstanding behaviour and behaviour for learning.
- d. Students to exhibit thoughtful and considerate behaviour towards others. Participation in all aspects of school life.
- e. Students to develop resilience in all aspects of school life, to take responsibility (for themselves, their behaviour and their learning) and always to try hard to improve.
- f. Parents to reinforce positively the school's expectations about student behaviour.
- g. Parents to be engaged and involved in and supportive of, the school's behaviour policy and procedures.

3. At this school:

- a. Staff will
 - Model the principles in this policy and the school's values at all times.
 - Celebrate outstanding behaviour and contributions to the community.
 - Act immediately if there is any risk to another person's well-being or safety.
 - Plan and deliver high quality lessons, engaging students in their learning.

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- Provide students with opportunities to achieve, acknowledging and celebrating the students' successes.
- Deal with positive and negative behaviour consistently, appropriately and fairly – according to students' needs.
- Provide students with opportunities to fail in a safe environment ensuring that failure becomes a positive aspect of the learning process rather than negatively affecting a student's self-esteem or future growth.
- Demonstrate the characteristics and traits that the school consistently desires from its students.
- Use swift and effective interventions when behaviour does not meet the school's expectations and support students in avoiding repetition of the behaviour.
- Work to create a culture where students are intrinsically motivated.
- Care for and treat students as individuals and invest time in supporting resolution and developing resilience.

b. Students will

- Comply with school expectations and develop an intrinsic desire to act in line with the school's values and ethos.
- Recognise when their behaviour is particularly praiseworthy.
- Take responsibility for their actions and show respect to the entire school community.
- Reflect on their actions and the appropriateness of any resulting consequences.
- Be made aware of the effect their behaviour has on their learning and the learning of others.
- Be made fully aware of why consequences have been imposed.
- Engage in processes that will support them in avoiding repetition of negative behaviour.

c. Parents will

- Be kept fully informed of any concerns and successes the school has about their child's behaviour.

4. Monitoring

a. Teaching Staff:

1. Record issues, consequences and actions (where relevant) on the school system.
2. Use relevant school systems to monitor.
3. Contact parents/carers where appropriate.
4. Maintain a register of contacts and actions taken.
5. Retain copies of relevant documents.
6. Refer concern and success where relevant.

b. Middle Leaders

1. As above – Teaching Staff.
2. Support students, parents/carers to encourage and maintain positive behaviour for learning.
3. Support staff members to encourage and maintain positive behaviour for learning.
4. Work with external agencies where appropriate.

c. Senior Team:

1. As above – Teaching Staff and Middle Leaders.
2. SLT will oversee the use of the school's behaviour policy and related procedures.
3. Ensure training opportunities are in place.
4. Report patterns and trends in behaviour for learning to the Trust and governors.

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Appendix 1: Legislation, Statutory Guidance and Advice

- Education Act 2002
- Education and Inspections Act 2006
- Section 19 of the Education Act 1996, as amended by section 3A of the Children, Schools and Families Act 2010
- Section 29A of the Education Act 2002
- Sections 6A and 100 of the Education and Inspections Act 2006
- Sections 1C and 4 of the Academies Act 2010 (as amended)
- The Education (Pupil Referral Units) (Application of Enactments) (England) 4 Regulations 20071
- The Education (Pupil Referral Units) (Management Committees etc.) (England) Regulations 2007
- The Education (Educational Provision for Improving Behaviour) Regulations 2012
- The Education (Short Stay Schools) (Closure) (England) Regulations 2010
- The Pupil Referral Units (Miscellaneous Amendments) (England) Regulations 2012; and
- The Schools Forums (England) Regulations 2012
- The Equality Act 2010
- The School Behaviour (Determination and Publicising of Measures in Academies) Regulations 2012
- Behaviour and discipline in schools: guidance for governing bodies
- Alternative Provision – Statutory guidance for local authorities (January 2013)
- School Uniform September 2013
- Sexual violence and sexual harassment between children in schools and colleges (December 2017)
- Use of reasonable force in schools (July 2013)