



Behaviour Principles Statement

Designation	Name	Date	Signature
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Chair of Trust Board:	Antonia Noble		

Monitoring and Evaluation	
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Review delegated to:	Quality of Education committee

Document Version control

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1.0	Initial set up of Trust-wide policy	September 2023

SAND Academies Trust's first priority is the responsibility to safeguard and promote the welfare of all our pupils. As such, the Trust Board is charged with the duty to set the framework of the behaviour / relational policies of each academy by providing a written statement of general principles relating to behaviour and attitude to learning, taking into account the needs of all stakeholders.

Principles

Mission

Nurturing inclusive learning communities:

We are focussed on maximising the life chances of all children. SAND Academies Trust embraces a forward-thinking and open-minded outlook, informed by a thorough understanding of the strengths, and needs of our pupils, parents/carers, local schools and the wider community.

All members of our Trust community are fully committed to working together to establish a positive academy ethos and promote effective learning within an environment. Where all children can feel safe, enjoy and achieve, be healthy, develop resilience and be prepared for the next stage of their educational journey.

Behaviour should not jeopardise the health and safety of any member of the school community and all stakeholders are encouraged at all times to be positive role models.

Through consistently applying the principles of nurture and trauma informed approaches our pupils are given the strategies to be able to engage fully in learning whilst being supported by staff who are skilled in identifying and addressing all aspects of their needs.

The right to feel safe at all times

All staff and pupils have the right to:

- feel safe;
- learn;
- be treated with respect;
- work in a positive, welcoming school community;
- be heard.

With rights go responsibilities, which apply to staff and pupils who all have a responsibility to:

- keep the school a safe place to be;
- allow each other to learn;
- feel physically and emotionally safe;
- treat each other with respect and dignity;
- develop and maintain a positive, welcoming school community;
- co-regulate and communicate needs calmly and safely,
- listen to each other.

Inclusivity

SAND Academies Trust is an inclusive Trust. All members of the Trust's community should be able to work and learn, free from any form of discrimination, harassment or bullying (as laid down in the Equality Act, 2010.) Measures to protect pupils from bullying and discrimination as a result of gender, race, ability, sexual orientation or background are clearly set out and regularly monitored for their effective implementation. Reasonable adjustments are made to day-to-day life, policies and procedures in order to meet individual needs.

Community/Parental Involvement

At SAND Academies Trust we believe that a positive, supportive relationship between parents / carers / families and each academy is key to meeting the needs of every child. Regular opportunities to visit school through parent consultation meetings, open days and fundraising events aim to encourage and support parents / carers / families to be actively involved within the academy community. Parents / carers / families and pupils will be made aware of the behaviour expectations of the academy during the induction process, which may include a 'Home School Agreement'.

Parents / carers / families are contacted on a regular basis, often daily but at least weekly, to share positive news and discuss any concerns. Involvement with parents / carers / families will be on an individual basis.

Academy Expectations

The Academy Expectations are clearly stated in each academy's Behaviour Policy. These set out expected standards of behaviour, which are shared with and explained to all pupils.

The Trust Board expects these expectations to be consistently applied by all staff.

Rewards

The emphasis will be on encouraging positive behaviour and school attendance through:

- high expectations;
- the modelling of good behaviour;
- a focus on learning;
- praise and rewards.

All members of staff will recognise and celebrate appropriate behaviour at all times around the academy through informal praise. Children's best efforts for behaviour and learning will be celebrated regularly and success shared with parents / carers and families. The Trust Board recognise that a wide range of rewards are consistently and fairly applied in such a way as to encourage and reward good behaviour in the classroom and elsewhere. These are made clear in the Behaviour (and / or other policies) of each academy.

Rewards used across the Trust are varied and can include:

- Star of the Week
- Peer-to-peer awards
- Verbal praise
- Written praise
- Rewards assemblies
- Contact with Parents & Carers and families, letters / text messages / post cards / phone calls
- Reward points (stickers, stamps, trophies)
- Reward trips
- Displays of work

Outcomes for Unacceptable Behaviour

Consequences for unacceptable should be known and understood by all staff and pupils and consistently applied. The range of consequences should be described in the Behaviour Policy of each academy so that pupils, staff, parents and families can understand how and when these are applied. Consequences, when necessary, will enable the pupil to reflect on, and learn from, their behaviour and to make reparation wherever possible. The focus on positive behaviour, forgiveness and reconciliation will significantly reduce the need for suspension. However, when considering appropriate next steps, including consequences, the Headteacher must balance the needs of the individual with those of the wider school.

community and where pupil behaviour places others at risk, the safety of the pupil body as a whole is paramount. The Trust strongly believes that suspensions must be used only as a very last resort.

Restrictive Physical Intervention - (Power to use Reasonable Force and Contact)

Given the overriding need to keep the pupils and staff safe, the Headteacher, or representative(s), will utilise their powers to search or use reasonable force in order to keep individuals from harming, or further harming, themselves or others. Key staff are Team Teach trained, with the Trust having a number of Team Teach trainers.

Situations in which reasonable force may be used will be included in the policy documentation of the academy. The Trust Board expects appropriate staff to be trained in the use of reasonable force and restraint. "Reasonable Force" should only be used as a last resort once all other strategies have been exhausted and it is reasonable, proportionate, justified and necessary. Policies should make clear the authority to search pupils for prohibited items and to confiscate where necessary.

The Trust Board would expect the Headteacher to inform the relevant authorities when items prohibited by law, weapons, non-prescription drugs etc are brought onto the academy premises.

Sharing of Information

The Trust Board requires the academies to maintain up to date records of pupils and to ensure that, in relation to their policies on Safeguarding and Child Protection, they are GDPR compliant when sharing information.

The Trust takes seriously the responsibility to maintain personal records within suitable, safe and secure systems.