



BEHAVIOUR PRINCIPLES

Blessed Edward Bamber Catholic Multi Academy Trust

VERSION: 1.1
ADOPTED: AUTUMN TERM 24
NEXT REVISION: AUTUMN TERM 27



John 10:10

'I have come so that you may have life and have it to the full'

Version Control

Date of last review	Autumn Term 2024
Date of next review	Autumn Term 2027
Review period	3 Years
Policy Status	Trust Wide
Owner	CEO
Approver	CEO
Version	1.1

Previous versions

Version	Author	Date	Changes

PLEASE NOTE:

WHERE THIS POLICY REFERS TO 'HEADTEACHER' THIS INCLUDES EXECUTIVE HEADTEACHERS AND INTERIM/ACTING HEADTEACHERS.

This is a Trust-Wide Policy which applies to all academies within the Trust

Contents

Behaviour principles - ethos.....	4
1. Introduction.....	5
2. Aims.....	5
3. Approach to behaviour.....	5
4. School behaviour policies.....	6
5. Parental/carers involvement.....	6
6. Consequences (sanctions).....	6
7. Inclusivity.....	7
8. Positive handling (power to use reasonable force).....	7
9. Searching, screening and confiscation.....	7
10. The power to discipline beyond the school gate.....	8
11. Monitoring and evaluation.....	8

Behaviour principles - ethos

As a Catholic Multi Academy Trust, we believe that all people are gifted and talented in their own unique way. Each person, created in God's image, is blessed and holy. This is central to all our work with children and young people; helping them in basing their lives on the teachings and values of Jesus Christ and his Church, whilst recognising and respecting the beliefs of others.

United in our Catholic faith, we enable our children and young people to 'Belong, Engage and Become' and grow to reach their full potential educationally and spiritually. We are committed to the development of the whole child/young person within a community where every individual is valued and respected. Our schools offer a safe, orderly and respectful environment in which all children, young people and adults can thrive, developing talents that can be used to their fullest.

The key Gospel values of **Justice** and **Mercy** are all elements of the Behaviour Policy for each individual school. Each policy is based around **Reciprocity** and **Forgiveness**. It is often in the smallest interactions that these enriching relationships are built. The consistent implementation of each policy is a key element in a child or young person's moral and spiritual formation. Through it, children and young people will be helped to determine what is appropriate, what is acceptable and what is not, as well as respect for others and the environment. They will begin to understand how, as God's children, they touch the lives of others through their thoughts, words and actions. As we support parents in the formation and development of their children, parents in turn must support the work of their child's school by working productively together.

The issue of reconciliation and rebuilding broken relationships is sometimes a difficult and demanding one. Forgiveness and reconciliation are central to our work. Rewards, consequences (sanctions) and associated interventions will be consistently applied, directing a child or young person towards greater self-discipline and community living. It is in the mending of broken relationships that we find the greatest need of God's grace and forgiveness as we strive to create "a way of life, an attitude of mind, an orientation of the soul." We aim to prepare our children and young people to be able to contribute positively to their communities and live life to the full.

1. Introduction

- 1.1 The Blessed Edward Bamber CMAT recognises the importance of positive behaviour for learning. This statement outlines the principles for all schools in the Trust to promote good behaviour.
- 1.2 Each school publishes its own local behaviour policy in line with this framework as well as taking full account of current guidance, law and research on behaviour principles and matters.
- 1.3 The purpose of this statement is to provide guidance for the Headteacher and local governing body (LGB) in drawing up the school's behaviour policy so that it reflects the shared aspirations and beliefs of the Trust, Diocese, staff and parents/carers.

2. Aims

- 2.1 The aims of BEBCMAT are:

- To create and maintain an environment that encourages positive behaviour in line with our Catholic mission, vision and values;
- To define acceptable standards of behaviour;
- To ensure a consistent response to behaviour;
- To promote self-esteem, self-discipline and positive relationships;
- To ensure that the Trust's high expectations are widely understood.

- 2.2 At BEBCMAT, we recognise and respect the responsibility of all adults in the Trust who model the highest standards of behaviour, both in their dealings with pupils and with parents, colleagues, as well as other stakeholders. All adults within BEBCMAT will:

- Demonstrate by example the Trust's core values of faith, hope, respect, trust and service;
- Promote relationships based on kindness and courtesy;
- Ensure fair treatment of all individuals, regardless of age, sex, disability, race, sexual orientation, gender reassignment, marriage and civil partnership, pregnancy and maternity and religion or belief;
- Show appreciation of the efforts and contribution of all.

3. Approach to behaviour

- 3.1 The Trust expects each school to:

- Establish a Catholic and caring ethos where the quality of all relationships is positive;
- Use a variety of strategies to promote high standards of behaviour;
- Establish clear and appropriate procedures for the use of rewards and consequences, ensuring that these are consistently applied;
- Ensure that all staff are conscious of the example they set through every interaction;
- Focus on the behaviour of the individual, not associate this with the individual pupil themselves;
- Seek guidance and support when extra assistance may be needed from other agencies;
- Ensure that leaders support all staff with the management of any behaviour concerns;
- Provide opportunities for pupils to make independent choices and become increasingly responsible for their own actions.

- 3.2 Each school will provide a clear and consistent approach to behaviour which is understood by staff, pupils, parents and carers.
- 3.3 All members of the school have the right to feel secure, respected and safe.
- 3.4 All members of the school are expected to show courtesy and respect for others and to behave in a responsible manner.

4. School behaviour policies

- 4.1 When drawing up the behaviour policy, the Headteacher and governors will consider current legislation and guidance from the Department for Education and Diocesan guidance.
- 4.2 The schools will ensure that an effective anti-bullying policy is established, communicated and implemented effectively.
- 4.3 All school policies will set out clear measures in the behaviour policy that aim to:
 - a. **Promote good behaviour** and encourage a positive, respectful atmosphere within the school.
 - b. **Prevent bullying** and outline steps the school will take to address instances of bullying.
 - c. **Ensure pupils complete assigned work** and highlight the expectations around academic responsibilities.
 - d. **Regulate pupil conduct** to ensure a well-ordered learning environment.

Schools will make this policy available on their school website, ensuring that it is up to date and easily accessible for parents, carers, and other stakeholders. This policy will be regularly reviewed.

- 4.4 As a Trust, we are committed to promoting and rewarding good behaviour and positive attitudes to learning through age-appropriate means, with strategies including praise, contact home, internal reward points, certificates, awards and other recognition.

5. Parental/carers involvement

- 5.1 At BEBCMAT, we believe that a positive, supportive relationship between parents/carers/families and the school is key to meeting the needs of every pupil. Regular opportunities to visit school aim to encourage and support parents/carers/families to be actively involved within the school community.
- 5.2 Parents/carers/families and pupils will be made aware of the behaviour expectations of the school during the induction process, which may include a 'Home School Agreement'. Parents/carers/families will be contacted on a regular basis to share positive news and discuss any concerns.

6. Consequences (sanctions)

- 6.1 Rewards are central to the development of good behaviour, but we recognise that there is also a need for consequences (sanctions) to respond to unacceptable and inappropriate behaviour to protect the learning, security and stability of the school community.
- 6.2 Consequences (sanctions) for unacceptable/poor behaviour should be known and understood by all staff and pupils and consistently applied. The range of sanctions should be described in

the school Behaviour Policy so that pupils, staff and families can understand how and when these are applied.

- 6.3 Sanctions, 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 aims to significantly reduce the need for exclusion or suspension. However, when considering appropriate next steps including sanctions, the Headteacher will balance the needs of the individual with those of the wider school community. Where pupil behaviour places others at risk, the safety of the pupil body as a whole is paramount.
- 6.4 In the event of a significant or persistent breach of the behaviour policy, suspensions or permanent exclusions will be considered in accordance with guidance. Permanent exclusions will only be considered as a last resort.

7. Inclusivity

- 7.1 The use of rewards and consequences will always be reasonable and proportionate. Leaders will consider the protected characteristics identified in the Equality Act 2010 and any individual pupil needs such as any special educational needs and/or disabilities.
- 7.2 All members of the BEBCMAT family should be able to work and learn, free from any fear of discrimination, harassment or bullying (as laid down in the Equality Act 2010). Measures to protect pupils from bullying as a result of any protected characteristic 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.

8. Positive handling (power to use reasonable force)

- 8.1 Given the over-riding need to keep pupils and staff safe, the Headteacher will use their powers to use reasonable force in order to keep individuals from harming themselves, others, or school property. Some school staff will be trained in positive handling in line with DfE guidance.
- 8.2 The school's behaviour policy will define 'reasonable force' and will explain how and when a pupil may be restrained.
- 8.3 The Trust expects that 'reasonable force' should only be used as a last resort once all other strategies have been exhausted and it is reasonable, proportionate and necessary.
- 8.4 All incidences of positive handling should be thoroughly documented and reported in line with the school's policy.

9. Searching, screening and confiscation

- 9.1 When dealing with the issue of the screening and searching of pupils, schools should ensure that policies are in line with current guidance from the Department for Education in respect of teachers' powers to search pupils.
- 9.2 Clear advice and training will be given to staff to help them to better understand the extent of these powers and how to use them.
- 9.3 Schools will clearly identify which items are banned and may be searched for. The Trust expects the Headteacher to inform the relevant authorities when items prohibited by law, weapons and non-prescription drugs etc are brought onto school premises.

10. The power to discipline beyond the school gate

- 10.1 Teachers have the power to discipline pupils for misbehaving outside of the school premises 'to such an extent as is reasonable' as is defined by Section 90 of the Education and Inspections Act 2006.
- 10.2 The school's behaviour policy will set out what the school will do in response to poor behaviour and/or bullying which occurs off the school premises and which is reported to the school, including the consequences which may be imposed on pupils.
- 10.3 When dealing with the issue of the power to discipline beyond the school gate, leaders will ensure that the policy is in line with current guidance from the DfE.

11. Monitoring and evaluation

- 11.1 All behaviour incidents should be logged, regularly analysed and readily available.
- 11.2 The school should record and monitor rewards and consequences to ensure that they are used appropriately, equitably and consistently; and so that the data can be analysed (including for key and vulnerable groups) to inform policy and practice.
- 11.3 As BEBCMAT requires schools to maintain up-to-date records of pupils, we also need to ensure that schools and the Trust are GDPR compliant when sharing information. BEBCMAT takes seriously the responsibility to maintain personal records within suitable, safe and secure systems.