Create Partnership Trust

Behaviour Management: Trust Principles Policy

A policy for all trust schools

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Links to other policies:

Positive handling

Schools' policies on behaviour management

Safeguarding and child protection

School Suspensions and exclusions

A set of principles for all Trust schools

1   INTRODUCTION AND DEFINITIONS

1. Each school in the Trust has its own behaviour management policy which is reviewed annually.

2. Each school's policy is regularly clarified for staff and at least annually and at the commencement of any employment including temporary and agency staff.

3. The schools are encouraged to share their policies to encourage consistency and the sharing of best practice.

Each school's behaviour policy:

- Is clarified for all staff including temporary, agency, volunteers and students or trainees

- Is included in all induction programmes

- Includes an updated list of key staff to whom any concerns should be referred.

- Is published on the school website and referred to in school newsletters, parents' meetings, etc so that families know the school's expectations

- Takes account of related Trust policies; for example, Safeguarding and child protection, Positive handling, etc.

- Includes how behaviour is tracked and monitored, including the interventions which might take place, such as at points of transition (start and end of day, breaktimes and movement between classrooms) and in classrooms

- Includes how parents, carers and families are involved and informed, including where behaviour is good

- Includes how inexperienced staff are trained to manage difficult or challenging behaviour

- Promotes inclusion and seeks every means to avoid suspensions and exclusion, including alternatives to suspensions

- May have its own terminology (related to its unique ethos) but must meet the Trust's principles in terms of its meaning and practice.

2   ALIGNMENT WITH THE TRUST'S VISION AND DIRECTION

Our Trust values

- The policy contributes to the Trust's core values: **Innovation, Collaboration, Aspiration** and **Integrity** ensuring that we celebrate the uniqueness of each school and aim to collaborate not compete.

Innovation

Every leader is supported by a network of school improvement partners and business partners for Finance, HR, Estates and Marketing

Collaboration

Every leader is supported by an internal Trust network of colleagues

Aspiration

Every school improves to secure at least good outcomes for their children

Integrity

Every aspect of the Trust contributes to a culture of integrity

Our key objectives

- Our Trust has four key obectives, all of which relate directly or indirectly to this policy.

Innovation

At Create, we value Innovation in education to develop new and creative teaching methods, curriculums, and technologies that enhance the learning experience for children. It helps school staff to find new ways to engage students, improve their learning outcomes, and prepare them for the future. By fostering a culture of innovation in education, we can create a dynamic and stimulating learning environment that adapts to the diverse needs of students.

Collaboration

Collaboration between schools is so valuable because it promotes sharing of best practices and resources, as well as fostering a sense of community and understanding. At Create Partnership Trust, our approach to collaboration is achieved through partnerships between schools, including joint curricular and extracurricular programs, teacher professional development, and exchange programs. These collaborative efforts lead to improved learning outcomes for children, and professional growth for school staff. It also helps to increase equity, access, and resources for children and schools, particularly for those in disadvantaged areas. Collaboration strengthens the whole education system by creating a network of support for the teachers and children.

Aspiration

We value aspiration as we want children to set goals, work towards them and strive for excellence. We want to help children to develop self-motivation and a sense of purpose. When teachers instil a culture of aspiration in the classrooms, they encourage children to dream big and inspire them to work hard to achieve their goals. Children who are taught to aspire are more likely to be engaged, persistent, and motivated to learn. Additionally, when children are

exposed to the aspirations of their teachers and peers, it can open them to a broader vision of what is possible for their own futures.

Integrity

Integrity is vital to us as a Trust, as it promotes honesty, responsibility, and ethical behaviour. It is our foundation for building trust and fostering a positive learning environment. When all staff model integrity and teach children to behave with integrity, it helps them to develop a strong moral compass, a respect for others, and the ability to make sound decisions. Furthermore, integrity is also vital for developing a sense of accountability and ownership. Children who are taught to act with integrity are more likely to take responsibility for their actions and to have a more positive impact in the world. In our classrooms, integrity helps to promote a positive, safe and inclusive learning environment that allows every child to reach their full potential.

3 THE TRUST'S PRINCIPLES OF BEHAVIOUR MANAGEMENT AS A GUIDE FOR SCHOOL POLICY

3.1 We promote: respect, rights, responsibilities, routines

RESPECT:
All members of our school community are treated with unconditional respect which is not affected or influenced by past experiences or current behaviour. Our high expectations are maintained at all times.

RIGHTS:
All members of our school community have the right to feel safe, learn, achieve and be respected

RESPONSIBILITIES:
All members of our school community have the responsibility to treat others with respect, to support others in their learning and to celebrate all achievements

ROUTINES:
Good routines promote good behaviour and enable good learning. All staff and pupils are coached in the school routines and expected to adhere to them at all times.

2.   Twelve key expectations for our Trust

1. Inclusion is at the heart of the Trust as an organisation and is central to our work.

2. Above everything else, the management of behaviour is based on a commitment to ensuring that pupils are kept safe at all times. Challenging behaviour, including bullying and racism, is not tolerated because it can affect the welfare and safety of the school community.

3. We recognise that pupils need to learn the social, emotional, behavioural and learning skills required to be successful at school.

4. We are committed to providing a high quality, broad and balanced curriculum which both supports and challenges pupils and is geared to their individual needs and abilities.

5. We promote both individual and collaborative learning so that pupils understand the need for their personal application as well as positive and collaborative working with others.

6. Pupils' independence is actively promoted, at the appropriate level for their age and stage of learning, so that they can make good behavioural choices.

7. Staff are trained to provide patient encouragement to pupils who present with behaviours that are challenging.

8. Staff model good behaviour, positive attitudes and respect at all times. This enables them to build relationships which can prevent challenging behaviour.

9. Pupils are encouraged to reflect on their behaviour and are professionally guided to improve.

10. We recognise that a close partnership with parents/carers/families is essential if pupils are struggling with their behaviour.

11. We understand that in rare cases we may not have the capacity to support a pupil's behaviour improvement, and we will look to other schools in the Trust or the locality for further support, in addition to urgent advice and help from outside agencies.

12. We will actively seek in-school alternatives to both fixed-term suspensions and permanent exclusion. However, Suspension and exclusion are never our aim, but remain a necessary last resort to ensure that children and staff are kept safe and learning can continue.