



**Shaw
Education
Trust**

Behaviour Principles Written Statement

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Introduction

The way pupils behave in our schools correlates strongly with their eventual outcomes. Our aim is to ensure that everything we do realises the full potential of the pupils we are here to help. Excellent behaviour in Shaw Education Trust (SET) schools means that pupils achieve more, both academically and socially.

SET recognises that behavioural systems work best when they have been tailored to an individual school, to its stage of development and its particular needs. Therefore, behavioural systems are the responsibility of school leaders. Processes are planned and managed in line with the SET values and principles contained herein.

It is the responsibility of the Headteacher or Principal to develop the Behaviour Policy for their school with reference to the DfE guidance document 'Behaviour and Discipline in Schools- Advice for Headteachers and school Staff' (September 2022). Behaviour policies must have due regard to relevant statutory guidance, such as 'Keeping Children Safe in Education', current exclusions guidance and Prevent Duty guidance. The Headteacher has the duty to publish the school's behaviour policy on the school website.

Our Behaviour Principles

- All children, staff and visitors have the right to feel safe at all times at school and procedures should consider the requirements of the Education Act 2002 in relation to the safeguarding and promoting the welfare of children.
- SET schools are inclusive. Bullying or harassment of any description is unacceptable. All members of the school community should be free from discrimination of any sort. Measures to protect children should be set out in the Behaviour and Equality policies, reflecting the duties of the [Equality Act 2010](#).
- SET believes that children should be at the heart of the development of school rules and ethos; rules and expectations should be regularly reviewed with the involvement of the School Council and in consultation with staff and parents.
- High standards of behaviour are expected. The school rules should be clearly set out in the Behaviour Policy and displayed around

school. SET expect these rules to be consistently applied by all staff.


- All SET school should make use of a wide range of rewards, consistently and fairly applied in such a way as to encourage and reward good behaviour around school.
- Sanctions for unacceptable/poor behaviour should be known and understood by all staff and pupils. These should be consistently applied and regularly monitored to ensure effective impact.
- It is recognised that the use of rewards and sanctions must have regard to the individual situation and the individual student and the Headteacher is expected to use discretion in their use. Sanctions should however be applied fairly, consistently, proportionally and reasonably, taking into account special educational needs and disability and the needs of vulnerable children. Support and assessment from external agencies should be available to support as necessary for pupils who display continued disruptive behaviour.
- All children and young people should be given opportunities and openly encouraged to support each other in the process of positive reinforcement and personal growth, learning and recognising good behaviour.
- We expect pupils and parents to cooperate and actively support the maintenance of an orderly climate for learning.

We expect every member of staff within our schools to promote and model a positive climate for learning, as detailed in the extract from our 'Principles of Curriculum and Pedagogy' document below:

A positive Climate for Learning
All SET schools ensure that:
Pupils are warmly welcomed to school and to lessons.
Staff value each other and greet each other positively.
Pupil and visitor entrances are of high quality; they are welcoming and give a positive 'flavour' of the school.
The use of staff and pupils' names is encouraged and modelled by leaders.

Staff model high standards of professional dress and are positive role models.
Pupils are aware of that everyone has the right to teach and learn in a positive environment.
Teaching spaces are well organised, celebratory and conducive to learning. Teaching spaces are reviewed half-termly as part of the Fixed Line Management Agenda to ensure that they are supportive of learning.
Staff celebrate and recognise pupils' achievements. Pupils are rewarded for: achievement, attainment, attendance, improvement, perseverance, contribution to the school and wider community, volunteering, leadership, any activity where an 'above and beyond' approach is demonstrated.
The rewards system used include; praise postcards, letters, certificates, badges, formal awards, reward visits and experiences as appropriate.
Staff members are recognised both formally and informally for their work and contributions. The frequent use of a personalised 'thank you' is woven through the school culture.
Teachers are aware of individual pupils' aspirations; teaching is tailored accordingly. Pupils are encouraged to take responsibility for their learning.

- Violence, threatening behaviour or abuse by pupils or parents towards the school's staff will not be tolerated. If a parent does not conduct himself/herself properly, the school may ban them from the school premises and, if the parent continues to cause disturbance, he or she may be liable to prosecution.
- Exclusions, particularly those that are permanent, must only be considered as the very last resort when all other interventions are proven to be exhausted (please refer to SET Exclusion Protocol).
- Only the Headteacher/ Principal can sanction a permanent exclusion. If this action is to be taken, the SET regional team must be notified immediately.
- SET expects Headteachers to include guidance and clarification for staff on their powers to search (for banned items) as stated in the [DfE guidance, 'Searching, Screening and Confiscation' \(January 2022\)](#):
 - School staff can search a pupil for any item if the pupil agrees.

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- Headteachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item.
 - Headteachers and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for.
 - The ability to give consent may be influenced by the child's age or other factors.
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- SET expect the use of reasonable force to form part of regular training and guidance for all school staff, with direct reference made to DfE guidance found in '[Use of Reasonable Force](#)' (July 2013).
 - SET expect students to make good representation of their school. It is therefore expected that the Headteacher/ Principal ensures that guidance within individual school policy provides staff with clarity on how pupils can be sanctioned for misbehaviour outside school (including notifying the police) witnessed by a member of staff or reported to school when:
 - Taking part in school organised or related activity
 - Travelling to or from school
 - Wearing school uniform or in some other way identifiable as a pupil.



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**Pupil &
people
centred**

**Act with
integrity**

**Be
innovative**

**Be best
in class**

**Be
accountable**