



Behaviour and Safety Principles

Source documents:

<https://www.gov.uk/government/publications/behaviour-in-schools>

Education and Inspection Act, 2006.

Education (Independent Schools Standards) (England) Regulations, 2014

Equality Act, 2010

Schools (Specification and Disposal of Articles) Regulations, 2012.

Education Act, 2002, (Section 175).

Positive relationships with the pupil are at the heart of Behaviour. It is the view of Learn@ MAT that the deliberate, skilful cultivation by the staff member of positive relationships with the children is the cornerstone of all successful behaviour management.

Through our interactions with each other, we model positive and respectful relationships for the children. It is therefore fundamental that we promote appropriate language and positive listening skills in all areas of our work.

Introduction

Why do we require all Academies to have a Behaviour and Safety Policy?

We believe that if pupils are 'engaged' then principally their behaviour is being managed. As a specialist Multi-Academy Trust we do not want to talk about just behaviour as this is usually done within a context of negativity. We accept the need for strong firm boundaries and the principles of sanction and recognition, but try to focus on working on the triggers which cause these behaviours rather than using a responsive model when a learner is in crisis. We use the term behaviour in the sense of it being a communication tool and a response to an individual set of circumstances. We support individuals to cope with obstacles that prevent clear communication, offering alternative ways to express themselves positively.

Behaviour management is not a discrete, separate element of Academy life but part of being engaged or disengaged with learning. All behaviours are communications, all in response to a feeling, experience or stimulus. Behaviour is also a personal response to an individual's own perception and or interpretation of a situation and or event. Everything we do, all our words, actions, postures, planning, organisation, and also what we do not do, contributes to behaviour management. It is therefore crucial that staff consider their own behaviour at all times. All our Academies understand that this is where behaviour management begins. We endeavour to create an exciting dynamic learning environment for all involved across our Academies. We draw upon a wide range of creative ideas to place social, emotional growth, development and awareness at the centre of all we do. Interactive displays are an extremely valued tool to support the ongoing dialogue and developing awareness of how individuals are feeling and the impact these feelings can then have on behaviours.

"Many of the problems of control that arise in the classroom are a direct consequence of the way in which the teacher acts (or reacts) toward the children concerned.... So the teacher must examine closely what is really going on in the interaction that is taking place, and by understanding its nature, modify personal responses as necessary."
Tim Brighouse, Schools Commissioner 2002-2007.

Guiding Principles

The Behaviour policy should provide a solid framework to allow us to be consistent in our responses to learners. The policy should encourage the building of positive relationships and develop a sense of belonging to an Academy community that values and includes everyone. The policy should keep us focused on the core principles of the Academy which are inclusion and positive educational experiences.

Our promise to the learners at Learn@ MAT:

WE WILL

- *Let you know that we care and like you*
- *Make you safe*
- *Help you learn about your needs*
- *Help you meet your needs in balance with others*
- *Help you think about your ambitions*
- *Help you work towards your goals and ambitions*

We want all our learners to leave for College, work or Apprenticeship with new hope, new skills and in a positive new direction.

Any behaviour management policy will only be as effective as the work of the staff who put it into practice. There are no simple remedies. It is the totality of the responses the child receives and the quality of teaching and environment that will ultimately affect their behaviour for good or ill. So any policy has to be applied with humanity, sensitivity and most importantly consistency throughout.

Parents/Carers and pupils' views are sought through questionnaires, meetings and ongoing dialogue which then informs the review process. The Academy community will review and reflect on the behaviour policy each year to ensure that it is still fit for purpose, is being applied consistently is relevant and has a positive impact on learning.

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