

Behaviour and Discipline Policy

Statutory policy for those with legal responsibilities in relation to behaviour and discipline

Version	4.1
Approving Body	Trust Board
Date ratified	[March 2023]
Date issued	[March 2023]
Review date	March 2024
Owner	Director of Education
Applies to	All Trust schools, all Trust staff

Version	Date	Reason
1.0	September 2018	To establish a Trustwide policy
2.0	January 2020	To respond to new DfE guidance
3.0	March 2021	To respond to updated guidance
3.1	March 2022	Periodic review - no changes
4.0	March 2023	To respond to updated guidance from DfE
4.1	March 2023	Update with appendix

About this policy

This policy applies to the Trust as a whole and to all the schools in the Trust, in accordance with the Equalities Policy, vision, values and strategic outcomes of Initio Learning Trust. Initio Learning Trust, including all the schools within the Trust, their Trustees, academy committee members and staff, must abide by this Policy.

This Policy describes Initio Learning Trust's provision for Behaviour and Discipline and has been produced in accordance with DfE guidance, the Articles of Association and Scheme of Delegation. If there is any ambiguity or conflict then the Scheme of Delegation takes precedence. If there is any question or doubt about the interpretation or implementation of this Policy, the Trust clerk must be consulted.

Herein:

'The Trust' means Initio Learning Trust.

- 'School' means a school (academy) in Initio Learning Trust.
- 'Trustee' means a Trustee of the Trust and member of the Board of Trustees, which is the legal governing board of the Trust; a Trustee is also a Director of the Trust.
- 'Academy committee' and 'AC' means a local academy committee that is a committee of the Board.
- 'Head teacher' can mean the head of school or executive head teacher of the school. 'CEO' means the chief executive officer of the Trust (or an executive officer to whom they have delegated specific authority to act on their behalf). 'Parent' should be read as inclusive of carers and any other person with parental responsibility.

Expiry or review date

This policy will be kept under review and updated at least annually.

Introduction

Good behaviour in schools is central to a good education. Schools need to manage behaviour well so they can provide calm, safe and supportive environments which children and young people want to attend and where they can learn and thrive. Being taught how to behave well and appropriately within the context they're in is vital for all pupils to succeed personally.

Where behaviour is poor, pupils can suffer from issues as diverse as lost learning time, child-on-child abuse, anxiety, bullying, violence, and distress. It can cause some children to stay away from school, missing vital learning time. Similarly, continually dealing with misbehaviour negatively affects the wellbeing of teachers and, for some, it is a reason why they leave the profession.

When pupils do misbehave, schools should be able to respond promptly, predictably and with confidence to maintain a calm, safe learning environment, and then consider how such behaviour can be prevented from recurring.

In some cases, particularly when a pupil is persistently disruptive and support or sanctions are not deterring misbehaviour, further action may be needed. In serious instances, a pupil may need to be suspended or excluded (please see EXCLUSION POLICY for further information).

This policy is designed to provide clarity around behaviour and discipline in Initio Learning Trust schools.

Key points

- Teachers have power to discipline pupils for misbehaviour which occurs in school and, in some circumstances, outside of school.
- The power to discipline also applies to all paid staff (unless the head teacher says otherwise) with responsibility for pupils, such as teaching assistants.
- Head teachers, Trust Boards and academy committees must ensure they have strong behaviour procedures to support staff in managing behaviour, including the use of rewards and sanctions.
- The Trust Board of Initio Learning Trust has a duty requiring them to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children. They must ensure that arrangements are made to safeguard and promote the welfare of pupils.

The school behaviour procedure; what the law says

1. The Trust Board of Initio Learning Trust is required to ensure that a written procedure to promote good behaviour among pupils is drawn up and effectively implemented. The procedure must set out the disciplinary sanctions to be adopted if a pupil misbehaves. The Trust Board is also required to ensure that an effective anti-bullying strategy is drawn up and implemented. Information about the school's behaviour procedure must be made available to parents on request. For schools in Initio Learning Trust, this is known as the School's Behaviour Guidance

Creating and maintaining high standards of behaviour

2. Creating a culture that promotes excellent behaviour requires a clear vision of what good behaviour looks like. Schools in Initio Learning Trust ensure pupils can learn in a calm, safe, and supportive environment and work to protect them from disruption. Schools are clear about which behaviours are permitted and prohibited; the values, attitudes, and beliefs they promote and the social norms and routines that should be encouraged throughout the school community (please see school specific behaviour guidance - available on school websites - for further information).
3. This behaviour policy is the starting point for laying out this vision and is one of the important ways the school culture is communicated to our pupils, staff, and parents and carers. It is equally important that this behaviour policy is implemented effectively to create a positive behaviour culture in which pupils are encouraged to reflect the values of the school.
4. Headteachers will take responsibility for implementing measures to secure acceptable standards of behaviour. Headteachers ensure the school's approach to behaviour meets the following national minimum expectations¹ :
 - having high expectations of pupils' conduct and behaviour, which is commonly understood by staff and pupils and applied consistently and fairly to help create a calm and safe environment;
 - visibly and consistently providing support to all staff in managing pupil behaviour through following the behaviour policy;
 - ensuring that measures are in place and both general and targeted interventions are used to improve pupil behaviour and support is provided to all pupils to help them meet behaviour standards, making reasonable adjustments for pupils with a disability as required;
 - ensuring that pupil behaviour does not normally disrupt teaching, learning or school routines. Disruption is not tolerated, and proportionate action is taken to restore acceptable standards of behaviour;
 - ensuring that all members of the school community create a positive, safe environment in which bullying, physical threats or abuse and intimidation are not tolerated, in which pupils are safe and feel safe and everyone is treated respectfully; and
 - that any incidents of bullying, discrimination, aggression, and derogatory language (including name calling) are dealt with quickly and effectively.

¹ *The national minimum expectation of behaviour is aligned with the Ofsted 'good' grade descriptor for assessing Behaviour and Attitudes.*