



SOKE EDUCATION TRUST
SUSTAIN • EMPOWER • TRANSFORM

BEHAVIOUR PRINCIPLE STATEMENT

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|-------------------------|---------------|-------------|
| Chief Executive Officer | Sign and Date | |
| Chair of the Board | Sign and Date | |
| Approved Date | | 2 July 2019 |
| Review Date | | March 2022 |

Behaviour Principle Statement

Under the School Standards and Framework Act 1998 as well as Teachers under Section 90 and 91 of the Education and Inspections Act 2006 the Head Teacher has the overall responsibility to ensure the Behaviour policy is adhered to. Soke Education Trust has a duty of care under the section 175 of the Education Act 2002, to ensure this policy is carried out especially in regard to safeguarding and promoting the welfare of our pupils and to eliminate discrimination under section 149 of the Equality Act 2010. Soke Education Trust will provide clear advice and guidance to the Head Teacher especially with regard to the teachers' power of search, the power to use reasonable force or physical contact, to discipline pupils for misbehaviour outside their school and when a multi agency assessment should be carried out. This will lead to all staff understanding the extent of their powers and how to use them as staff can feel particularly vulnerable if challenged to use them. It is also important to remember pastoral care for school staff as they have an important role to play within Soke Education Trust schools.

Soke Education Trust feels that every child in our care has the right to be educated in safe environment. All staff, including volunteers and pupils have agreed to our Behaviour Policy and have a duty of care to practise it. Soke Education Trust believes in rewarding good behaviour and discouraging unacceptable behaviour. Examples of rewarding good behaviour can be: Headteacher awards certificate, Letter of 'acknowledgement' home, House point system and Achievement assembly. Unacceptable behaviour is discouraged by: Time out from play time, the use of yellow, red and white cards and contacting the child's parents to discuss the situation if unacceptable behaviour persists.

The Department of Education policy regarding exclusions states:

Good discipline in schools is essential to ensure that all pupils can benefit from the opportunities provided by education. The Government supports Headteachers in using exclusion as a sanction where it is warranted. However, permanent exclusion should only be used as a last resort, in response to a serious breach, or persistent breaches, of the Soke Education Trusts behaviour policy; and where allowing the pupil to remain in their school would seriously harm the education or welfare of the pupil or others in that school. The decision to exclude a pupil must be lawful, reasonable and fair. Schools have a statutory duty not to discriminate against pupils on the basis of protected characteristics, such as disability or race. Schools should give particular consideration to the fair treatment of pupils from groups who are vulnerable to exclusion. Only the Headteacher of a school can exclude a pupil and this must be on disciplinary grounds. The Headteacher may withdraw an exclusion that has not been reviewed by the governing body.

We have a diverse range of pupils in Soke Education Trust schools and actively promote equality of value whether it is race, gender, age, sexuality religion or disability. Our behaviour policy refers to all pupils at Soke Education Trust schools. However, some pupils, for example those with special educational needs, physical or mental health needs, and looked after pupils can experience particular difficulties with behaviour and their school will ensure that these pupils receive the right behavioural support according to their need. However, when making decisions Soke Education Trust must balance the needs of the individual with those of the school as a whole and where any pupil behaviour places others at risk, the safety of the pupil body as a whole is paramount.

The behaviour policy is based on Soke Education Trust ethics:

AIMS

As a school community, we aim to:

Provide a caring, happy and welcoming environment ensuring the safety, well-being and inclusion of all.

Respect and celebrate our differences and special talents, fostering ambitious aspirations.

Provide a broad, balanced, challenging and stimulating curriculum, which empowers and enables all.

Become literate, numerate and globally aware, equipped for life in a modern world.

Develop confident and independent learners for life.

Working together

Proudly celebrating our achievements

Supporting one another

References:

Behaviour Policy- Please see the Soke Education Trust website

Education Act 2002

School Standards and Framework Act 1998

Behaviour and school guidance for governing bodies July 2013

Equal opportunities policy – Please see the Soke Education Trust website

Safeguarding policy – Please see Soke Education Trust website

Anti bullying policy – Please see Soke Education Trust website

Policy for restraining pupils 2014

DFE Exclusion from maintained schools, Academies and pupil referral unit in England.

