

# drb Ignite Multi Academy Trust

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## **BEHAVIOUR POLICY**

## drb Ignite Multi Academy Trust Vision \_\_\_\_\_

drb Ignite Multi Academy Trust has been established through a shared belief that lives can be transformed by what goes on in schools. We believe that the process of teaching and learning shapes futures. To this end our vision is to provide every child with learning experiences that excite them and give them the power to begin to shape their own lives.

### **Vision**

*All pupils achieve the highest standard of educational outcomes regardless of circumstances or background.*

## Rationale \_\_\_\_\_

The Trust believes good behaviour ensures a safe learning environment in which pupils feel secure and able to enjoy lessons. Good behaviour promotes:

- high standards and expectations
- clear boundaries
- social skills which reflect the values of the Trust
- strong and empathetic relationships
- active and meaningful citizenship
- modelling of positive behaviours and responses

The Trust and its schools encourage all pupils to behave well helping them to develop the strategies needed to deal positively with the situations they face in everyday life. The Trust wants pupils to be self-disciplined, aware of their emotions and able to show consideration to others. The Trust and its schools encourage pupils to take growing responsibility for their actions from nursery onwards and to sort out any difficulties in a peaceful relational way. The Trust also promotes an open culture where behavioural issues are dealt with promptly and effectively.

## Policy Aim \_\_\_\_\_

Trust schools are happy, safe and secure places where pupils thrive educationally, emotionally and socially.

## High behavioural and relational expectations

At Trust schools' staff:

- respect, support and care for each other.
- prioritise a safe learning environment.
- ensure the learning culture promotes positive behaviour.
- work together to build supportive relationships.
- support pupils to develop self-awareness and regulation
- model positive, responsive and resilient behaviours
- praise positive and regulated behaviours

## Roles and responsibilities

The whole school community has a part to play in encouraging positive pupil behaviour in and out of school. Trust schools work effectively to develop pupil self-regulation and discipline from the earliest age and give pupils increasing responsibility and independence as they progress through school.

Teaching and non-teaching staff are timely and effective in identifying and praising good behaviour as well as implementing consequences when this is required. Staff liaise promptly with parents, when it is necessary, to keep them informed of their child's behaviour (both positive and negative). This ensures a constant and positive dialogue is maintained between home and school.

The Trust considers parents to be critical in supporting positive behaviour and working together to set high expectations. When necessary, parents may be asked to regularly visit their child's class teacher to monitor progress or to support a behaviour improvement intervention. The Trust believes that by working in positive partnership with parents, good models can be set and maintained for children based on shared understanding and expectations. This helps to secure consistency and provision of safe, structured learning environments where pupils are aware of boundaries and what is expected of them.

## Pupil Guarantee

### Celebrations and rewards

The Trust recognises that celebrations and rewards are important behaviour support strategies because they provide an opportunity to highlight pupil achievement, behaviour and success. They also provide the encouragement and motivation for pupils to think and reflect on their behaviour. With this in mind, the Trust is committed to providing celebration and reward opportunities in its schools. The range of and variety of celebrations and rewards offered reflect the context of each school and provide something to inspire and encourage all pupils.

## Sanctions and consequences

Sanctions and consequences are also critical to maintain a culture of high expectations, positive behaviour and respectful relationships. Sanctions and consequences provide boundaries which give pupils security about what is acceptable and what is not. Sanctions and consequences are discussed in relation to Trust values and emphasise positive behaviour and respectful relationships.

## Exceptional negative behaviour

On occasions where a pupil displays exceptionally negative physical, verbal or aggressive behaviour this will be immediately referred to a member of the school's leadership team (SLT). A members of the school's SLT will follow-up such incidents by meeting with parents/carers promptly. Such behaviour will always be treated seriously and dealt with swiftly with action tailored to the situation.

## School context

This Trust policy promotes positive, ordered and responsive learning environments where everyone feels safe, secure, successful and well supported. Trust schools are different contextually and each will develop individualised behavioural and relational systems that reflect this overarching Policy position and associated Trust values. The Trust's Pupil, Teacher and Parent Guarantee Documents are also intended to support high behavioural expectations and responses.

<b>Monitoring and review</b>	Trust Board
<b>Links</b>	
<b>Staff responsible</b>	Headteachers
<b>Committee responsible</b>	Achievement, Support and Scrutiny
<b>Date approved</b>	November 2018
<b>Reviewed</b>	November 2019
<b>Next review</b>	November 2021
<b>Sign off by Chair of Trust</b>	 Date: November 2019

\*Please note that should there be any changes/further national guidance issued relevant to this Policy, it will be updated accordingly prior to the review date shown above and referred to the next Trust Board meeting.

## Change Management

Issue No.:	Change date:	Change description:
1.0	Nov'16	Initial release
2.0	Nov'18	Rebranded, updated and signed off for release.
3.0	Nov'19	Review