



Positive Behaviour Policy Framework

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1.0 Statement of Intent

At Together Learning Trust (TLT) we are driven by a shared commitment to providing magical learning experiences for all our children and a belief that all of them can achieve great things. We understand that outstanding achievement is inextricably linked to an exceptional culture which promotes impeccable behaviour, positive professional relationships and the personal development of staff and students.

Together Learning Trust has clear expectations of excellent behaviour and has in place both positive reinforcement practices and clearly established procedures for dealing with incidents of unacceptable behaviour when it arises. Our schools embody these expectations to embed a culture where pupils attend school on time, every day, are actively engaged in their learning, fully immersed in a rich array of extra curricular opportunities, are independent and are resilient to challenge and change, a culture which is shared and supported by our parents, carers and community. Each school creates the climate that allows learning to flourish, ensures pupils feel safe and that they are recognised for positive behaviours which consistently uphold the values of the school and trust.

This policy acts as a framework from which schools can develop their own behaviour systems to reflect their diverse school communities.

2.0 Core Purpose and Principles

All TLT schools have their own specific Behaviour Management policy and systems which consistently aim to ensure:

- A safe, calm, orderly and positive environment in the school.
- Each day is a fresh start and begins with a warm welcome.
- Opportunities for pupils to realise their potential and excel.
- Pupils are routinely praised and achievements celebrated.
- An engaging curriculum delivered expertly by our Teachers in an environment conducive to learning.
- Systems are kept simple with clear consequences which are immediate, incremental, designed to allow time for reflection, and allow positive choices to be made at all levels.
- Staff model the behaviours expected of pupils.
- A culture which does not accept discriminatory or prejudicial language or behaviour, bullying or abuse of any kind.
- Alignment with current, up to date Government legislation.

This approach is underpinned by the following TLT core principals:

- **Supporting Staff** – A commitment to value, train and first and foremost support all staff. Setting the highest expectations for their performance and developing and challenging them to be the best - all day, every day.
- **Students Front and Centre** – Involve students in everything. Provide them with the opportunities and environment to *grow, excel* and *learn*.
- **Notice Everything** – A shared commitment to uphold the trust's high standards and expectations by “noticing everything”, knowing our people and schools well and striving for the very best each day.
- **Recognition Focused** – Achievements of all pupils are routinely recognised and celebrated, forging a culture whereby we are all proud of our exceptional performance.
- **Creating Centres of Excellence and Opportunity** – Staff are motivated to provide the widest range of top-quality learning experiences and opportunities so all our pupils have the chance to shine.
- **Positive Relationships** – Empowering staff to be confident in enabling timely and effective resolutions which are then communicated effectively, promoting a culture of care, respect and transparency.
- **Certainty vs Severity** – We believe in certainty of consequence rather than necessarily severity of consequence and that descriptive verbal praise is a powerful way of developing happy and purposeful schools.

3.0 Roles and Responsibilities

TLT recognises that every pupil and member of staff is responsible for modelling outstanding behaviour. We recognise that poor behaviour forms a significant barrier to learning and progress. To this end it will not be tolerated.

3.1 The Trust Board

The Trust Board annually scrutinises and approves the Trust policy; they have a duty under the Education Regulations Act 2010 to ensure arrangements are made to safeguard and promote the welfare of pupils.

3.2 Local Governing Committees

The Local Governing Committee annually approves, monitors and scrutinises the individual school policy and practice. They systematically review key performance indicators and take responsibility for the continuous improvement of:

- student welfare, well-being and behaviour
- staff welfare and well-being
- safeguarding
- parental engagement and feedback

The Local Governing Committee will also act as panel members for behaviour and appeals committees and fulfil their statutory responsibilities regarding exclusions.

3.3 Headteacher

The Headteacher is responsible for ensuring the school aligns to the Trust's mission and values, follows policy and that their individual school has strong behaviour practices to support staff in managing behaviour, including the use of praise, recognition and consequence.

3.4 Senior Behaviour Lead

The designated Senior Behaviour Lead is responsible for ensuring the day-to-day implementation of policy and procedures, including leadership of associated staff teams. They will model the highest possible standards and support and challenge staff to be the best they can be. Furthermore, they will monitor the effectiveness of arrangements and report back to the Headteacher and Governors, including any recommendations to further enhance the culture and standards within school.

3.5 Senior Leaders

Senior Leaders will ensure they are visible around the school and known to pupils, actively seeking out opportunities for praise and recognition. Senior Leaders will also ensure the fair and consistent implementation of consequences, giving confidence to staff and pupils alike by routinely upholding the schools values, policies and procedures.

3.6 All Staff

All Staff are aware of the strategies available to them, and due to the support provided by colleagues they will confidently challenge/reprimand students and ameliorate poor behaviour by applying appropriate consequences in a timely manner. All staff are responsible for modelling outstanding professional conduct and for maintaining a calm, safe environment. All Staff will be aware of relevant policies and procedures and apply these routinely and consistently, demonstrating a genuine care and respect for pupils.

3.7 Parents / Carers

Parents and Carers will promote and encourage excellent behaviour from their child(ren). They will be aware of school rules and expectations, which will be made explicit in the school policy and associated home-school agreements and support staff in ensuring their children meet the schools behaviour expectations. We ask parents and carers to work with our schools in a positive and productive manner thus ensuring any issues can be dealt with in a timely and appropriate way. We also remind parents, carers and other visitors that verbal abuse, threats and acts of violence towards or against members of our school community will not be tolerated.

4.0 Authority Available to Schools

The following powers are available to Headteachers and their staff where appropriate to ensure an outstanding behaviour culture is maintained:

- The use of reasonable force and other physical contact in order to maintain and restore order
- The right to search students if it is necessary to maintain safety, discipline and good order and to recover prohibited items
- The right to screen electronic devices if it is to investigate a serious matter; for example, bullying, safeguarding, upholding the reputation of the school / Trust and its staff
- The right to confiscate any property that is not allowed in school or if its use contravenes academy rules.
- The right to discipline students outside of school hours if it is a school-related matter, or the student's actions undermine the safety of anyone from our community or the good reputation of the school / Trust.
- The right to impose detentions outside of school hours, without parental consent. However, we do always inform our parents when a detention or correction is to occur outside of the usual working day

All TLT schools work actively within local partnerships (Local Authority Partnership, Behaviour and Attendance Collaboration, Fair Access Protocol etc) to improve the standard of behaviour across the local authority.

5.0 Prohibited Items (see specific school handbook)

In all our academies the following items are prohibited (this is not an exhaustive list):

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco, cigarette papers and e-cigarettes
- lighters
- chewing gum
- pornographic images
- fireworks
- any article that is likely to be used to commit an offence, cause personal injury or damage property
- fizzy drinks, energy drinks and unhealthy snacks

In the case of anything illegal, the items will be handed to the police. The Headteacher can authorise a search without consent for illegal items or those which may cause offence or harm (e.g. pornography, knives). However this will always be a last resort where staff encounter non-compliance and the health, safety and wellbeing of the school community is put at risk.

6.0 Reflection / Isolation Rooms

All of our schools have the option to use rooms of this nature as a disciplinary consequence and often as a way of avoiding fixed-term exclusion. All schools will ensure that time spent in any such room is used as constructively as possible and that pupils have access to refreshments, food and toilet facilities.

7.0 Fixed Term Exclusions (Suspensions) and Permanent Exclusions

All our schools work tirelessly to avoid suspensions and permanent exclusions. At times, however, they can be necessary to address a more serious matter. All our schools comply with the law and communicate with families as clearly as possible. At times, we may use short term placements in other schools to avoid a fixed term exclusion. If this is to happen, the school will make clear the arrangements. All our schools work with other local schools to facilitate managed moves as an alternative to permanent exclusion.

8.0 Special Educational Needs

All our schools are highly inclusive and we take steps to ensure that our most vulnerable pupils are supported in order to meet our high expectations and access a broad and ambitious curriculum in full. We may, therefore, personalise the curriculum in order to avoid potential difficulties and consider ways of ensuring these children can be successful in correcting and modifying their behaviour if it falls below the expected standard through reasonable adjustments. Ultimately, however, we have high expectations of all our pupils and we ensure that they all experience a fair system

9.0 Bullying and Peer on Peer Abuse

9.1 Bullying

TLT takes a strong and consistent approach to bullying of all forms. Further details of this are listed below in the 'child-on-child abuse' section. Each of our schools have an anti-bullying policy which outlines the approach the school will take to safeguard its students from exposure to bullying, and also links to their behaviour policy in relation to consequences for pupils who are identified as exhibiting bullying behaviours. For information on the management of bullying, please refer to the school's anti-bullying policy.

9.2 Child on Child Abuse

The term child on child abuse covers a wide range of serious misconduct. It could include bullying, discriminatory language, physical or sexual abuse. More details are provided in our Child Protection and Safeguarding policy. All TLT schools take allegations of child on child abuse very seriously, and leaders will always investigate all such allegations. It is important to be clear that TLT schools will not tolerate instances of child on child abuse and will not pass it off as 'banter', 'just having a laugh' or 'part of growing up'. We will recognise that abuse can occur between and across different age ranges and we will operate a zero tolerance to it. Where an incident of this nature is observed or suspected, senior leaders and the school's Designated Safeguarding Lead will be informed and agreed procedures will be followed.

10.0 Scope and Legal Framework

This policy has due regard to legislation and guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Equality Act 2010
- Education and Inspections Act 2006
- Health Act 2006
- Voyeurism (Offences) Act 2019
- The School Information (England) Regulations 2008

- DfE (2022) 'Behaviour in schools: advice for headteachers and school staff'
- DfE (2022) 'Keeping children safe in education 2022'
- DfE (2021) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2013) 'Use of reasonable force'
- DfE (2022) 'Searching, screening and confiscation: advice for schools'

This policy will be implemented in conjunction with the following school policies and procedures:

- Behaviour
- Attendance
- Anti-Drugs
- Child Protection and Safeguarding
- Positive Handling
- Exclusion
- Equality / Equal Opportunities
- Professional Conduct
- Complaints
- CCTV
- Character Education
- Homework

11.0 Policy Monitoring and Review

This policy will be reviewed routinely by the TLT Leadership Team – the next scheduled review date for this policy is August 2023.

Any changes made to this policy will be communicated to all members of staff, Trustees and local governing boards.