



The Athelstan Trust

Behaviour Policy

Date of Review	Approved by	Date of Approval	Next Review	Website
March 2016	Board	23/3/2017	March 2019	Yes

1. Principles

The Trust has high expectations of all its students.

The central task of the schools within the Trust is to develop as fully as possible the potential of all students. The Trust acknowledges that its role should not be confined to its students' academic development; it should also prepare them to become responsible citizens within the wider community. Good behaviour and the ability to work well with others are essential ingredients in the educational process. Education of students will encourage them to safeguard the health, safety, security and learning of themselves and others.

The Trust recognises that inappropriate behaviour, which disrupts the learning process, prevents students from achieving their potential.

1.1 The Trust acknowledges its responsibility for creating a positive atmosphere of achievement and enjoyment where high standards of teaching and learning engage students, all students feel a strong sense of community and where standards of behaviour are commonly agreed and accepted.

1.2 The behaviour of adults has a powerful influence on the way that young people behave. Teachers' ability to form good working relationships based on mutual respect is essential in encouraging students to behave well.

1.3 All staff in the Trust will model the behaviours we expect of our students. The schools will give students opportunities to contribute to the setting of expectations and to take leadership responsibilities.

1.4 The best way in which a young person can be prepared to take a valuable part in society is to have respect, for themselves, for others and for the environment. The schools will encourage students to develop these qualities.

1.5 We believe that students should learn in a positive atmosphere where praise and encouragement are the norm.

1.6 The Trust recognises the importance of rewards in promoting good behaviour and aims to teach its students to develop self-respect, self-discipline and self-motivation.

1.7 Vulnerable students including those listed under the Equality Act 2010 and those with Special Educational Needs, will be identified and offered the support and guidance they need to help overcome disadvantages and obstacles.

1.8 The Trust's response to the behaviour of students, particularly those who are vulnerable including those listed under the Equality Act 2010 and those with Special Educational Needs, will be informed by their individual circumstances and needs.

1.9 The Trust recognises the difficulty that some students experience in adapting their behaviour to the Trust's expectations. In such circumstances, the schools within the Trust will use a variety of strategies to support the student in developing a range of appropriate responses to meet expectations.

1.10 The Trust values and encourages the support and involvement of parents and carers in promoting



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good behaviour at home, at school and in the community and will make every effort to develop supportive, co-operative relationships in which all parties work in the best interests of the student.

1.11 The Trust looks to parents' active involvement in their children's education, including their support of the Trust's behaviour policy.

2. Other Related Policies

2.1 This policy will be used in conjunction with the following policies and procedures:

- Bullying Policy
- Equal Opportunities Policy
- Drugs Policy
- Complaints Procedure
- Home School Agreement
- School Uniform Procedure
- Guidance on The Use of Reasonable Force and Search Without the Student's Consent
- Athelstan Trust Employment Manual – Code of Conduct – The use of force or physical restraint

2.2 Paper copies of all these policies are available, on request, from the Headteacher's PA.

2.3 Copies of the Bullying and Equal Opportunities policies are available on each school's website.

3. Responsibilities

3.1 The local governing body is responsible for defining the procedures underlying the behaviour policy.

3.2 The Headteacher is responsible for ensuring that the school establishes an environment which encourages, acknowledges and rewards good behaviour and regular attendance and which discourages bullying, disruptive or disorderly behaviour.

3.3 The governing body, Headteacher and staff are responsible for ensuring that this policy and its application promote equality for all students.

3.4 The Senior Leadership Team is responsible for ensuring that there is a high level of support for those implementing the policy.

3.5 All staff are responsible for implementing the policy fairly and consistently, for ensuring that students are taught how to behave well and attend regularly and for modelling the standards of behaviour expected of students.

3.6 The Headteacher is responsible for ensuring that appropriate adjustments are made to normal procedures when disciplining students with Special Educational Needs.

3.7 Parents and carers are responsible for working with the school to ensure their child's appropriate behaviour inside and outside school.

3.8 Tutors, subject teachers, academic leaders and senior pastoral leaders will use their knowledge of students in their care to set them appropriate challenges and to ensure they are supported in reaching the highest standards. In each school, rewards and sanctions will be applied in response to behaviours which meet or fail to meet the rights and responsibilities agreed by the community.

3.9 The standards agreed by the school community apply to students throughout the school day.

3.10 According to DfE Behaviour and Discipline in Schools guidelines, Teachers can discipline students for



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misbehaving outside of the school premises to such an extent as is reasonable, not just for journeys to and from school and on school trips and visits.

3.11 The whole school community is responsible working for the implementation of this policy.

4. Use of Reasonable Force

Should circumstances so dictate, the school reserves the right to use reasonable force to:

- prevent students hurting themselves or others
- prevent students damaging property, including their own
- prevent students causing disorder
- prevent students committing a criminal offence

5. Allegations Against Members of Staff

5.1 If a student makes an allegation against a member of Trust staff, or another adult working in any of the schools, the student will be asked to give details of the allegation in writing. If the student would find this to be a barrier, a member of the support staff will be asked to write the account, verbatim, as told to them by the student.

5.2 Any allegation against a member of staff in any of the schools will be fully investigated by senior staff unless it is against the Headteacher, in which case it will be investigated by the Chair of Governors.

5.3 Allegations against other adults working in any of the schools may be passed to their manager or investigated internally by the individual school, as is appropriate.

5.4 Where an allegation against a member of staff is found to be true, action will be taken in line with Trust policy and teachers/non teacher contracts and conditions of service.

5.5 If an allegation is found to be false, sanctions will be used to discipline the student. In determining the appropriate sanction the Headteacher will consider factors such as the nature of the allegation and its impact on the member of staff involved.