

LONDON SOUTH EAST ACADEMIES TRUST

STATEMENT OF BEHAVIOUR PRINCIPLES FOR LSEAT SCHOOLS

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Aims

Our aim is to develop an environment that promotes and recognises positive, socially acceptable behaviour.

LSEAT schools have high expectations for all their pupils, whilst recognising that not all pupils may be able to achieve these expectations immediately due to the complexity of their behavioural and special educational need.

In partnership with parents/carers and outside agencies as appropriate, the LSEAT schools offer support and guidance whilst recognising the individual needs of all its pupils.

In our schools we aim to:

- Create a welcoming, happy environment that sets realistic expectations and aspirational goals for all.
- Model appropriate behaviour and relationships to pupils.
- Employ rewards, sanctions and reasonable force consistently in line with the Behaviour Policy
- Clearly communicate the Behaviour Policy to all stakeholders and ensure it is well understood.
- Use alternatives to permanent exclusion and through our own actions show we never give up on our pupils.
- Help pupils take responsibility for their actions.
- Involve families in behaviour incidents to foster good relationships between the school and pupils' home life
- Provide a safe, caring and effective learning environment with a stimulating and relevant curriculum differentiated to meet the needs of all
- Encourage relationships based on kindness, respect and understanding of the needs of others
- Ensure fair treatment for all regardless of age, gender, race, ability and disability
- Encourage all pupils to reflect on their behaviour and to understand the consequences of their behaviour choices
- Ensure that all pupils can develop the skills to repair and rebuild relationships affected by their behaviour choices
- Show appreciation of the efforts and contribution of all
- Ensure all pupils, parents and staff are clear about the expectations regarding behaviour.

Rationale

LSEAT schools aim to educate their pupils within a moral, spiritual and cultural context which promotes respect for others.

Our beliefs are:

- Each pupil is an individual human being with worth and dignity, irrespective of the nature and severity of their behaviour
- The behaviour of pupils always reflects a need; all behaviour serves a function.
- The systematic and reflective management of our learning environment, staff interaction and strategies aligned to the understanding of individual pupil's differences and uniqueness contributes to the prevention of challenging behaviour
- Early intervention serves to prevent or lessen the severity of many challenging behaviours
- Families and children should be a central part of any behaviour support and should whenever possible be active participants in planning, implementing and evaluating any behaviour intervention
- Pupils and their families' uniqueness and diversity (race, ethnicity, religion and culture) should be taken into account in understanding behaviour and responding to challenging behaviour
- Behaviour interventions should be positive. Natural and logically occurring consequences (positive and negative) should be designed to enable pupils to foster self-discipline, independence and self-determination

We manage behaviour and encourage our children and young people to develop emotional literacy, gain skills in self reflection and deal with challenges by putting things right and repairing relationships. Our culture promotes a consistent, community approach to improving behaviour through:

- Showing our students that we genuinely like them as people and can separate behaviour from the person.
- Showing that we are fair and consistent in our expectations of their work, attendance and behaviour.
- Dealing with pupils in a respectful way no matter what they have done.
- Creating an environment where all pupils, staff and visitors are free from any form of discrimination and have equal opportunities.
- Giving genuine praise when they have achieved or tried their best.
- Taking an interest in them as people and never giving up on them.
- Always offering more opportunities to make the right choices and be successful.
- Believing in them and promoting their best interests to enable them to fully engage in the community on an equal footing.

Reporting and Governance Arrangements

In order for governors and trustees to have oversight and scrutiny of how behaviour is managed in LSEAT schools, leaders report to both the Local Governing Body and the Trust Board three times per year as well as governance visits incorporating a focus on behaviour linked to safeguarding, attendance and engagement.

Local Governing Body reporting from Heads of School includes:

Number and % Permanent exclusions
Number and % Fixed Term Exclusions
Number / % with no FTE
Number of incidents
Number of incidents involving positive handling

Number (% of cohort) involved in incidents
Number (% of cohort) involved in positive handling
Number (% of cohort) involved in no incidents or positive handling
Number of 101 calls
Number of 999 incidents
Number of restorative conversations / resolutions.
No./% on reduced timetable

Executive Head Teachers report to the Education Performance and Standards Board on:

<p>Exclusions – trends and population comparisons, comparisons to national data and benchmarks</p> <p>No./% PEX</p> <p>No./% FEX</p>
<p>Incidents / Physical intervention – trends, training, impact of interventions</p> <p>No. Incidents (Major/Minor)</p> <p>No. incidents involving PI</p> <p>No./% of cohort involved in PI</p>

Reference:

This statement is written with reference to the schools' individual Behaviour Policies (New Horizons and Bromley Hub schools) and the Equality Act 2010. The nature of our cohort means that there is sometimes a need to make reasonable adjustments to the implementation of the policy to ensure there is no discrimination due to disability.