At Weaver Trust, we work to ensure that all in our community believe, belong, and thrive. This policy is informed by our Trust's vision of inspiring all to believe in their own ability to achieve their full potential, both academically and socially. By living by our values of being innovative, responsible and caring, we create powerful learning communities - positively impacting all.

1. Introduction

1.1 This Behaviour Expectation provides schools with information on the expectations of Weaver Trust, and the related legal duties. It includes guidance on support for pupils to behave well and the powers of staff when responding to misbehaviour. It is for individual schools to develop their own best practice for managing behaviour. The purpose of the document is to provide guidance to schools to support them to improve and maintain high standards of behaviour.

1.2 Weaver Trust requires all of its schools to create a culture with high expectations of behaviour and establish calm, safe and supportive environments conducive to learning. This will benefit both staff and pupils. Good behaviour in schools is central to a good education. Schools need to manage behaviour well so they can provide calm, safe and supportive environments which children and young people want to attend and where they can learn and thrive. Being taught how to behave well and appropriately within the context they're in is vital for all pupils to succeed personally.

1.3 The terms "must" and "should" are used throughout the guidance. Where the text uses the word "must", the person in question is legally required to do something. Where the text uses the word 'parent', it should be read as inclusive of carers and any other person with parental responsibility.

1.4 Weaver Trust must ensure that a written policy, to promote good behaviour among pupils, is drawn up and implemented effectively in each of its school. The behaviour policy must also set out the disciplinary sanctions. Weaver Trust must also ensure that an effective anti-bullying strategy is drawn up and implemented, in each school, so that bullying is prevented, as far as is reasonably practicable. The behaviour policy should reflect school culture and be communicated to pupils, staff, and parents and carers. It is equally important that the behaviour policy is implemented effectively to create a positive behaviour culture in which pupils are encouraged to reflect the values of the school.

1.6 Establishing and maintaining high standards of behaviour is not only vital in ensuring that teachers can deliver the curriculum, but also plays a critical role in ensuring that the school is a safe environment for all pupils. The behaviour policy should be aligned with the school and Trust's legal duties and standards relating to the welfare of children.

1.7 It is essential that all staff are aware of their safeguarding responsibilities, as set out in statutory guidance Part 1 of Keeping children safe in education (KCSIE). KCSIE is clear that all school staff have a responsibility to provide a safe environment in which pupils can learn. The school behaviour policy should be

designed to bear this in mind. As part of taking a whole-school approach to behaviour and safeguarding, it will be important that the respective policies complement one another.

2. Creating a Calm Environment

2.1 In Weaver Trust, executive headteachers, headteachers, heads of school should take responsibility for implementing measures set out in their school policy to secure acceptable standards of behaviour. They should ensure the school's approach to behaviour meets the following national minimum expectation. The national minimum expectation of behaviour is aligned with the Ofsted 'good' grade descriptor for assessing Behaviour and Attitudes:

a) schools have high expectations of pupils' conduct and behaviour, which is commonly understood by staff and pupils and applied consistently and fairly to help create a calm and safe environment;

b) school leaders visibly and consistently support all staff in managing pupil behaviour through following the behaviour policy;

c) measures are in place and both general and targeted interventions are used to improve pupil behaviour and support is provided to all pupils to help them meet behaviour standards, making reasonable adjustments for pupils with a disability as required;

d) pupil behaviour does not normally disrupt teaching, learning or school routines. Disruption is not tolerated, and proportionate action is taken to restore acceptable standards of behaviour;

e) all members of the school community create a positive, safe environment in which bullying, physical threats or abuse and intimidation are not tolerated, in which pupils are safe and feel safe and everyone is treated respectfully; and

f) any incidents of bullying, discrimination, aggression, and derogatory language (including name calling) are dealt with quickly and effectively.

2.2 When pupils do misbehave, schools should be able to respond promptly, predictably and with confidence to maintain a calm, safe learning environment, and then consider how such behaviour can be prevented from recurring. To support these aims, this guidance outlines different responses to behaviour that schools can use, including sanctions and pastoral approaches. In some cases, particularly when a pupil is persistently disruptive and support or sanctions are not deterring misbehaviour, further action may be needed. This guidance provides advice on interventions and approaches schools may wish to take to prevent the recurrence of misbehaviour. In serious instances, a pupil may need to be suspended or excluded and schools should read the Department of Education's specific guidance on suspension and permanent exclusion to ensure that they use these interventions appropriately.

3. Developing a School Behaviour Policy

3.1 High standards and clear rules should reflect the values of the school and outline the expectations and consequences of behaviour for everyone. The school's behaviour policy should provide details on how staff will support pupils to meet these expectations. In Weaver Trust, Executive Headteacher, Headteacher, Head of School must determine measures which aim to:

- encourage good behaviour and respect for others;

- secure an acceptable standard of behaviour of pupils;

- promote, among pupils, self-discipline and proper regard for authority;

- prevent all forms of bullying (including cyberbullying, prejudice-based and discriminatory bullying);

- ensure that pupils complete any tasks reasonably assigned to them in connection with their education; and

- otherwise regulate the conduct of pupils.

3.2 Weaver Trust Trustees must ensure that a written policy to promote good behaviour among pupils is drawn up and implemented effectively in each school. The behaviour policy must also set out the disciplinary sanctions. Weaver Trust must also ensure that an effective anti-bullying strategy is drawn up and implemented so that bullying is prevented, as far as is reasonably practicable.

3.3 **A behaviour policy should include detail on the following:**

a) purpose – including the underlying objectives of the policy, and how it creates a safe environment in which all pupils can learn and reach their full potential;

b) leadership and management – including the role of designated staff and leaders, any systems used, the resources allocated and engagement of governors/trustees;

c) school systems and social norms – including rules, routines, and consequence systems;

d) staff induction, development and support – including regular training for staff on behaviour;

e) pupil transition – including induction and re-induction into behaviour systems, rules, and routines;

f) pupil support – including the roles and responsibilities of designated staff and the support provided to pupils with additional needs where those needs might affect behaviour;

g) child-on-child abuse – including measures to prevent child-on-child abuse and the response to incidents of such abuse; and

h) banned items – a list of items which are banned by the school and for which a search can be made.

i) mobile phones – a clear approach prohibiting the use of mobile phones in school throughout the school day.

3.4 **The school behaviour policy should adhere to the following principles:**

a) accessible and easily understood: clear and easily understood by pupils, staff and parents;

b) aligned and coherent: aligned to other key policy documents;

c) inclusive: consider the needs of all pupils and staff, so all members of the school community can feel safe and that they belong;

d) consistent and detailed: have sufficient detail to ensure meaningful and consistent implementation by all members; and

e) supportive: address how pupils will be supported to meet high standards of behaviour.

4. Adaptations and SEND Provision

4.1 Schools should consider how a whole-school approach meets the needs of all pupils in the school, including pupils with SEND, so that everyone can feel they belong in the school community and high expectations are maintained for all pupils. Schools with good behaviour cultures will create calm environments which will benefit pupils with SEND, enabling them to learn.

4.2 Adaptations should be made for pupils with additional needs, where appropriate and reasonable, to ensure all pupils can meet behavioural expectations. These adjustments may be temporary. Adjustments should be made proactively and by design where possible. For example, a pupil who has recently experienced a bereavement may need to be pre-emptively excused from a routine to give them time and space away from their peers. Schools should be mindful that not all pupils requiring support with behaviour will have identified special educational needs or disabilities.

4.3 The law also requires schools to balance a number of duties which will have bearing on their behaviour policy and practice, particularly where a pupil has SEND that at times affects their behaviour. In particular:

- schools have duties under the Equality Act 2010 to take such steps as is reasonable to avoid any substantial disadvantage to a disabled pupil caused by the school's policies or practices;
- under the Children and Families Act 2014, relevant settings have a duty to use their 'best endeavours' to meet the needs of those with SEND; and
- if a pupil has an Education, Health and Care plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies.

4.4 As part of meeting any of these duties, schools should, as far as possible, anticipate likely triggers of misbehaviour and put in place support to prevent these. Illustrative examples of preventative measures include (but are not limited to):

- short, planned movement breaks for a pupil whose SEND means that they find it difficult to sit still for long;
- adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher;
- adjusting uniform requirements for a pupil with sensory issues or who has severe eczema;
- training for staff in understanding conditions such as autism.

4.5 Any preventative measure should take into account the specific circumstances and requirements of the pupil concerned.

5. Responding to Good Behaviour

5.1 Acknowledging good behaviour encourages repetition and communicates the school community's expectations and values to all pupils. Using positive recognition and rewards provides an opportunity for all staff to reinforce the school's culture and ethos. Positive reinforcements and rewards should be applied clearly and fairly to reinforce the routines, expectations, and norms of the school's behaviour culture.

6. Responding to Misbehaviour

6.1 When a member of school staff becomes aware of misbehaviour, they should respond predictably, promptly, and assertively in accordance with the school behaviour policy. The first priority should be to ensure the safety of pupils and staff and to restore a calm environment. It is important that staff across a school respond in a consistent, fair, and proportionate manner so pupils know with certainty that misbehaviour will always be addressed.

6.2 De-escalation techniques can be used to help prevent further behaviour issues arising and recurring and schools may use pre-agreed scripts and phrases to help restore calm. The aims of any response to misbehaviour should be to maintain the culture of the school, restore a calm and safe environment in which all

pupils can learn and thrive, and prevent the recurrence of misbehaviour. To achieve these aims, a response to behaviour may have various purposes.

6.3   These include:

a)   **deterrence**: sanctions can often be effective deterrents for a specific pupil or a general deterrent for all pupils at the school.

b)   **protection**: keeping pupils safe is a legal duty of all staff. A protective measure in response to inappropriate behaviour, for example, removing a pupil from a lesson, may be immediate or after assessment of risk.

c)   **improvement**: to support pupils to understand and meet the behaviour expectations of the school and reengage in meaningful education. Pupils will test boundaries, may find their emotions difficult to manage, or may have misinterpreted the rules. Pupils should be supported to understand and follow the rules. This may be via sanctions, reflective conversations or targeted pastoral support.

6.4   Where appropriate, staff should take account of any contributing factors that are identified after a behaviour incident has occurred: for example, if the pupil has suffered bereavement, experienced abuse or neglect, has mental health needs, has been subject to bullying, has needs including SEND (including any not previously identified), has been subject to criminal exploitation, or is experiencing significant challenges at home.

6.5   Each school's behaviour policy should include a range of possible sanctions clearly communicated to and understood by pupils, staff, and parents. Examples of sanctions may include:

•   a verbal reprimand and reminder of the expectations of behaviour;

•   the setting of written tasks such as an account of their behaviour;

•   loss of privileges – for instance, the loss of a prized responsibility;

•   detention (loss of break time);

•   school-based community service, such as tidying a classroom;

•   regular reporting including early morning reporting; scheduled uniform checks; or being placed "on report" for behaviour monitoring;

•   suspension; and

•   in the most serious of circumstances, permanent exclusion.

6.6   Alternative arrangements for sanctions can be considered on a case-by-case basis for any pupil where the school believes an alternative arrangement would be more effective for that particular pupil, based on their knowledge of that pupil's personal circumstances. The school should have regard to the impact on consistency and perceived fairness overall when considering any alternative arrangements.

7.   Suspension and permanent exclusion

7.1   All pupils are entitled to an education where they are protected from disruption and can learn in a calm, safe and supportive environment. Executive Headteachers and Headteachers can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school sanctions and interventions. In Weaver Trust, we are clear that we trust headteachers to use their own professional judgement based on individual circumstances when considering whether to suspend or permanently exclude a pupil.

7.2   The circumstances that may warrant a suspension or permanent exclusion to occur can be found within the section *'Reasons and recording exclusions'* within the *'Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England including pupil movement guidance'.*

8.   Managed moves

8.1   A managed move is used to initiate a process which leads to the transfer of a pupil to another mainstream school permanently. If a temporary move needs to occur to improve a pupil's behaviour, then off-site direction should be used. Managed moves should only occur when it is in the pupil's best interests.

9.   Monitoring and Evaluating

9.1   Monitoring and evaluating school behaviour schools are encouraged to have strong and effective systems for data capture, including all components of the behaviour culture. This should be monitored and objectively analysed regularly by skilled staff. Schools should have a clear monitoring and evaluation cycle with engagement from school leaders; doing so assists with reporting on behaviour culture clearly and accurately.

9.2   Schools are encouraged to collect data from the following sources:

- behaviour incident data, including on removal from the classroom;

- attendance, permanent exclusion and suspension data;

- use of pupil support units, off-site directions and managed moves;

- incidents of searching, screening and confiscation; and

- anonymous surveys for staff, pupils, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture.

9.3   School leaders and staff should analyse data with an objective lens and from multiple perspectives: at school level, group level and individual staff and pupil level. School leaders should pose questions to drill down further to identify possible factors contributing to the behaviour, system problems or failure to provide appropriate support. Analysing the data by protected characteristic and using those findings to inform policy and practice may help a school ensure that it is meeting its duties under the Equality Act 2010. This data will be collected and used by the Trust to monitor trends, determine good practice and support where required.

10.   Communicating the Behaviour Policy

10.1   Communicating the school policy to all members of the community is an important way of building and maintaining the school's culture. It helps make behaviour expectations transparent to all pupils, parents, and staff members, and provides reassurance that expectations of, and responses to, behaviour are consistent, fair, proportionate, and predictable.

10.2   In Weaver Trust, all schools must submit their behaviour policy to the Trust board and publicise the school behaviour policy in writing to parents, staff, and pupils at least once a year. The school's behaviour policy must also be published on the school website.

10.3   Produced using 'Behaviour in Schools Advice for headteachers and school staff' February 2024

Approved by: _____   _____

                         Chair of Trust   **CEO**

Date: _____   _____