



## AAT BEHAVIOUR STATEMENT OF INTENT POLICY

Last reviewed: March 2021

Next Review: March 2022

### 1 PRINCIPLES

- 1.1 Across the Alban Academies Trust (AAT) we believe that everyone is responsible for creating and maintaining an inclusive, positive and supportive culture in which high behavioural expectations of children allow them to develop academically, socially and emotionally.
- 1.2 We believe that positive emotional wellbeing is an essential prerequisite to effective learning and enhances children's outcomes. We maintain the belief that a positive change can be achieved, and this philosophy should underpin all interventions.
- 1.3 We aim to have a truly inclusive ethos and accessible learning environment in which children can actively participate and where emotional wellbeing can flourish.
- 1.4 We value inclusivity, appreciate difference and consider people equal without prejudice or favour and we build relationships based on mutual respect.
- 1.5 We recognise and celebrate effort, achievement and success of all kinds through our reward systems and in our day to day interactions.
- 1.6 We set clear expectations regarding behaviour and the consequences of poor behaviour. We do not tolerate bullying or harassment of any form and this includes racist, sexist or homophobic behaviour.
- 1.7 We uphold the highest principles of safeguarding and regularly review practice to ensure policy is robust and always appropriate.
- 1.8 We develop and operate behaviour systems comprising fair and simple rules that are based on giving children chances, choices and consequences.
- 1.9 We ensure that behaviour systems are applied fairly and consistently.
- 1.10 We recognise the need to take an individual child's learning needs or circumstances into account when applying our policies in schools. We believe it is our duty to promote and encourage positive behaviour and not to just react to that which is unacceptable.

### 2 TRUST ARRANGEMENTS

This policy has been developed at Trust level and therefore covers policy that is relevant and followed by all the schools within the AAT. The appendices contain specific school level documents and detail of any differing procedures if applicable and relevant to this policy.

### 3 DEFINITIONS

The Behaviour Policy of each school in the AAT is bespoke to its particular context. All policies and procedures with respect to behaviour management are reviewed annually and updated as appropriate. Each school's Behaviour Policy can be accessed via their website, with relevant contact details.

### 4 ROLES AND RESPONSIBILITIES

The AAT expects that in all schools:

- 4.1 Parents and carers take responsibility for the behaviour of their child, both inside and outside the school. They are encouraged to work in partnership with the school.
- 4.2 The Headteacher has overall responsibility for the implementation and the day-to-day management of the Behaviour Policy.
- 4.3 A designated member of Senior Leadership is responsible for the day-to-day running of the behaviour management systems, and provides regular reviews to their SLT and termly reports to the designated governing body committee.

- 4.4 Staff, including teachers, support staff and volunteers, are responsible for ensuring that the policy and procedures are followed consistently and applied fairly.
- 4.5 Children are encouraged to take responsibility for their own behaviour and are made aware of their school's policy, procedures and expectations. Children are also encouraged to report any incidents of disruption, violence, bullying or harassment to a trusted adult.
- 4.6 Details of the extent of the school's jurisdiction with respect to behaviour are clearly specified within an individual school's Behaviour Policy.
- 4.7 Any Governor or Trustee trained appropriately will be deployed to support Governor disciplinary proceedings as appropriate.

## 5 MONITORING AND REPORTING

The AAT will:

- 5.1 Monitor the quality of behaviour systems and their impact on outcomes for children across the Trust and provide regular reports to the Trust Board. A brief high-level annual report to the Board of Trustees will address key behaviour issues including exclusions that have arisen.
- 5.2 Work with the Headteachers of the schools to ensure that the performance and progress of all children is effectively monitored and that appropriate support is made available to those children who are at risk of achieving poor outcomes as a result of their behaviour.
- 5.3 Liaise with Local Authority lead professionals for behaviour, the integration service, Pupil Referral Units, and other agencies as required.
- 5.4 Provide opportunities for behaviour leads from each school across the Trust to meet to discuss practice, to share learning and to train together.

## 6 EVALUATION AND REVIEW

- 6.1 This Statement will be reviewed annually or whenever statutory safeguarding requirements or guidance changes, whichever is the sooner, by the AAT Board of Trustees and the schools within the Trust.
- 6.2 In order to secure high expectations and behaviour, the Trust and each school will act in accordance with the following legislation and guidance from the Department for Education (DfE):
  - 6.2.1 Behaviour and discipline in schools  
[Behaviour and discipline in schools](#)
  - 6.2.2 Searching, screening and confiscation at school  
[Searching, screening and confiscation at school](#)
  - 6.2.3 The Equality Act 2010  
[The Equality Act 2010](#)
  - 6.2.4 Use of reasonable force in schools  
[Use of reasonable force in schools](#)
  - 6.2.5 Supporting pupils with medical conditions at school  
[Supporting pupils with medical conditions at school](#)
- 6.3 This Statement is informed by
  - 6.3.1 special educational needs and disability (SEND) code of practice  
[SEND Code of practice](#)
  - 6.3.2 DfE guidance explaining that academies should publish their Behaviour Policy and anti-bullying strategy online  
[DfE guidance](#)

## 7 STAFF CPL

- 7.1 All staff within the AAT will receive appropriate behaviour management guidance on induction. This induction will include familiarising new staff with systems, policies and routines within their school setting.
- 7.2 Local Governing Bodies (LGBs) must ensure that they comply with their statutory duties as outlined in the documents listed below. They must ensure that policies and procedures are

reviewed and updated regularly that training for staff and Governors is sufficiently frequent and effective.