

# Behaviour Management Policy Guidance

<b>Approval Body:</b>	Mulberry Schools Trust Standards Committee
<b>Approval Date:</b>	February 2022
<b>Implementation Date:</b>	February 2022
<b>Review Date:</b>	March 2023
<b>Policy Version:</b>	3

## Version Control

Version	Reviewed	Changes since last version
1	March 2019	First Guidance issued
2	February 2021	Added introductory sentence (top of p.2) for consistency across Trust Guidance documentation. No changes required.
3	February 2022	Added in the following: Policies must pay reference to the legal framework around pupil discipline and on matters such as use of reasonable force, detention conduct outside of school and the use of isolation rooms.  Addition of the guidance - "Behaviour and discipline in schools: Advice for headteachers and school staff "(July 2016).

**This policy has been adopted by the Mulberry Schools Trust “The Trust” and will be applied to all schools which belong to the Mulberry Schools Trust.**

## **Rationale**

Mulberry Schools Trust provides a high-quality education in a stimulating, creative and successful learning environment. The Trust has high expectations of all pupils who belong to its schools and a high standard of conduct, cooperation and respect characterises behaviour and relationships in our communities.

A school environment needs to provide safety, security and mutual respect for all; we believe that all pupils have the right to learn and all staff the right to work effectively. All members of the Trust community share responsibility for implementing behaviour management policy consistently and fairly in the classroom and around the school.

Through its approach to behaviour management, the Trust aims to:

- promote good behaviour, self-discipline, courtesy and respect;
- create an environment and instil behaviours which enable successful learning and teaching;
- uphold the safety and security of all individuals within the school community and prevent bullying;
- provide clarity for pupils, staff and parents/carers and confidence that the school’s behaviour management system and its procedures are consistently applied;
- provide pupils with a framework for making informed choices about their own actions;
- support all staff in managing behaviour fairly and consistently;
- ensure that any underlying causes of disruptive behaviour are identified and addressed with appropriate support from school staff and external agencies.

Mulberry Schools Trust is required under the Education (Independent School Standards) (England) Regulations 2014 to ensure that a written policy to promote good behaviour among pupils is drawn up and effectively implemented in each of its schools. It also has legal duties under the Equality Act 2010, in respect of safeguarding and pupils with special educational needs and disabilities.

Each Trust school has its own Behaviour Management Policy, reviewed and approved annually by the Local Governing Body. Trust schools must follow this guidance when reviewing and amending their policies. Any new school seeking to join the Trust must also adhere to this guidance. Policies must pay reference to the legal framework around pupil discipline and on matters such as use of reasonable force, detention conduct outside of school and the use of isolation rooms.

The guidance overleaf follows that of DfE guidance “Behaviour and discipline in schools: Advice for headteachers and school staff “(July 2016). A copy of this is attached. This is non-statutory guidance that highlights best practice. Trust schools should refer to this publication in full when reviewing their policies.

## Guidance

To achieve its aims above, the Trust has established the following principles to underpin Behaviour Management Policies in each school.

- Every member of Mulberry Schools Trust is of equal value, whatever their race, gender, class, ability, learning need, sexual orientation, age or religion.
- All pupils' achievements are recognised and valued.
- The Trust community builds positive and genuine relationships through respect and empathy.
- Positive behaviour stems from a well-structured curriculum, high-quality teaching and a safe, predictable learning environment.
- Positive behaviour is taught through a system of clear rules, meaningful rewards and a hierarchy of consequences.
- Pupils are supported in developing self-confidence, self-awareness and self-discipline and are rewarded for making positive choices about their behaviour and taking responsibility for their own actions.
- Pupils experience staff implementing strategies fairly, and staff are able to support each other within and across departments.
- Pupils and staff benefit from restorative approaches.
- Pupils, staff, parents/carers and governors are all involved in ensuring our standards of behaviour are accepted and maintained.

In developing their Behaviour Management Policy, schools should reflect on the following key aspects of school practice that, when effective, contribute to improving the quality of pupil behaviour:

- 1) A consistent approach to behaviour management;
- 2) Strong school leadership;
- 3) Classroom management;
- 4) Rewards and sanctions;
- 5) Behaviour strategies and the teaching of good behaviour;
- 6) Staff development and support;
- 7) Pupil support systems;
- 8) Liaison with parents and other agencies;
- 9) Managing pupil transition; and
- 10) Organisation and facilities.

The policy should specify:

- the standards of behaviour expected of pupils and the school rules
- rewards and sanctions relating to behaviour

- procedures which support the implementation of the policy in classrooms, across the school and outside school;
- roles and responsibilities of school staff in behaviour management;
- expectations of pupils' and parents' commitment and contribution to ensuring good behaviour in a safe, purposeful and supportive environment;
- arrangements for monitoring the implementation and evaluating the effectiveness of the policy.

Each school's behaviour policy should be:

- agreed with the school community within the requirements above;
- published on the school's website;
- highlighted to staff at the start of each academic year;
- explained to students at the start of each academic year and discussed regularly;
- introduced to new parents at induction meetings and made available to parents on request.