Statement of Principles for Promoting Good Behaviour

<div align="right">INTRODUCTION</div>

Legislation requires that a statement of principles promoting good behaviour be provided by the Trust. These principles underpin the schools' Behaviour Policies, which define the roles, responsibilities and practice in this area.

Establishment and implementation of the policy lies with the Headteachers. The principles are intended to support the school's values by promoting a friendly, creative and purposeful community whose members feel valued and supported, and where courtesy and mutual respect are expected from everyone.

Section 88 of the Education and Inspections Act 2006 requires the Trust to have regard to the statutory guidance from the Secretary of State for Education in making and reviewing this written statement. This document has been developed taking this guidance into account.

<div align="right">PRINCIPLES</div>

The Behaviour Policies have been written to fulfil the Local Governors' duty of care to pupils and employees and to promote teaching and learning and high standards of attainment. The policy defines the measures that the schools are taking to achieve these objectives.

The Governors have ensured that the Behaviour Policies have been written to comply with their responsibilities under equality legislation: for example, by making reasonable adjustments in its application to vulnerable pupils. It also supports The Talentum Learning Trust's commitment to improving outcomes for all pupils, eliminating all forms of discrimination, harassment and bullying, as well as promoting equality of opportunity, the welfare of pupils and good relations across the whole Trust.

In developing strategies for the management of behaviour in our schools these policies make use of both rewards and sanctions and establish a climate where praise and encouragement far outweigh the frequency of punishment and admonition. Rewards are used to demonstrate that good behaviour is valued by the whole community and to encourage similar behaviour in others. Sanctions should be used to demonstrate that misbehaviour is not acceptable; to express the disapproval of the school community; and to deter other pupils from similar behaviour. In most cases, sanctions should be applied to individuals not groups. In support of the Trust's values of mutual respect, the policy supports restorative justice, repairing harm done to relationships and people, to encourage pupils to take responsibility for their actions.

The schools' policies balance both collective and individual needs. The application of rewards and sanctions has regard to the individual situation and the individual student and the schools are expected to exercise discretion and sensitivity in their use. However, different application of the policy should be used sparingly and rarely for behaviours that carry a risk to others. Where possible, the schools should identify such pupils in advance and plan how the disciplinary framework will be applied to each of these pupils. Where rewards or sanctions

are applied differently because of individual circumstances then, where appropriate, these adaptations may be explained to other pupils.

The Behaviour Policies make clear the rights and responsibilities of all the community – pupils, staff, parents and Governors. The policies framework of rules, rewards and sanctions should be clear to all those involved. The policies also includes a clear, structured framework that allows staff to treat similar behaviour in a consistent manner. It also includes provision for an appeal process against a sanction where a student or parent believes the school has exercised its disciplinary authority unreasonably.

The policies includes procedures to measure their effective communication, consistent application, and the community's perception of them.