



**South Gloucestershire and Stroud Academy Trust (SGSAT)**

**Behaviour Policy**

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| <b>Prepared by:</b>                | Alan Dane  |
| <b>Job Title/Role:</b>             | Director of Education  |
| <b>Ref. No.:</b><br><br><b>Q/P</b> | <b>Date of this version:</b> 01/01/2024<br><br><b>Review date:</b> 01/01/2025<br>(Subject to any legislative changes)<br><br><b>Upload to website?</b> Yes |
| <b>Approved by:</b>                | SGSAT Trust Board  |
| <b>Date:</b>                       | 31/01/2024   |

# Behaviour Policy

## 1. Introduction

The aim of this policy is to create an inclusive, positive and purposeful culture that promotes excellent behaviour, so that all students in our schools have the opportunity to learn in a calm, safe and supportive environment.

It sets out the principles common to all of the Trust's schools, as defined and agreed by Headteachers, the Executive and the Board.

Each school has its own more detailed policy based on this Trust policy.

## 2. Legislation, statutory requirements and statutory guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:

- [Behaviour in schools: advice for headteachers and school staff 2022](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its students.
- Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate students' behaviour and publish a behaviour policy and written statement of behaviour principles, and gives schools the authority to confiscate students' property.
- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy, and paragraph 10 requires the school to have an anti-bullying strategy.

- [DfE guidance](#) explaining that academies should publish their behaviour policy.

### **3. Our behaviour principles**

Every student is expected to meet high expectations of their behaviour, so that all students are safe and can learn.

Every student should be taught how to behave at school and in the wider world, including that their actions have consequences for them and others.

Every student deserves opportunities and support to improve their behaviour, unless providing these would be to the detriment of other students' safety and learning.

### **4. Our behaviour practices**

Each school will use a graduated approach to managing behaviour and a behaviour curriculum appropriate to its setting.

Each school will promote and reward good behaviour, aiming to do this more than it sanctions poor behaviour.

Each school will have clear and consistent rules for students, with clear and consistent consequences for breaching these.

### **5. Our behaviour policies and procedures**

School-level policies are to be read, interpreted and implemented in conjunction with Trust-level policies. Specifically, any breach or contravention of student behaviours and expectations as set out in any individual school's behaviour policy (or equivalent), or any student behaviour which is incompatible with the values expressed in any such behaviour policy (or equivalent), will be considered and managed according to the principles and processes outlined in the Trust's Suspensions and Permanent Exclusions Policy (and this notwithstanding that there may be no express cross-referencing between the two).

#### **5.1 School-level**

- Behaviour Policy
- And, if not incorporated into the Behaviour Policy:
- Anti-Bullying Policy
- Mobile Phone Policy
- Search and Screening Policy

- Approach to Supporting Children with Mental Health.

## **5.2 Trust-level**

- Equalities Policy
- Safeguarding Policy
- Suspensions & Permanent Exclusions Policy.

## 6. MANDATORY INITIAL IMPACT SCREENING



Completed by:

Alan Dane | Title Director of Education | 01/01/2024

I have read the guidance document: Completing a Policy Impact Assessment?



If this policy has been up-dated, please tick to confirm that the initial impact screening has also been reviewed:



### EQUALITY AND DIVERSITY IMPACT ASSESSMENT

| Characteristic   | This policy seeks to:  |
|--|--|
| Age  | Supports staff and learners to recognise that prejudice and discrimination on the grounds of age are unacceptable in an educational establishment  |
| Disability   | Encourage and promotes individuals with disabilities and aims to eliminate attitudes, practices and procedures that discriminate against people on the grounds of disability and/or learning difficulties/disabilities.  |
| Faith or Belief  | Support all staff and learners seeking to observe any recognised mainstream faith or belief  |
| Gender   | Promote the inclusion of learners into non-traditional areas of study and work towards minimising gender stereotyping  |
| Race or Ethnicity  | Commits the college to positive action to promote equality and foster good relations between members of different racial and ethnic groups   |
| Orientation  | Eliminate discrimination on the grounds of sexual orientation and promote equality of opportunity through a supportive, inclusive environment  |
| Gender reassignment  | Oppose sexism and be committed to taking positive action to identify and remove sexism from College life   |
| Economic disadvantage  | Use available resources to identify and address any issues of inequality as a result of social and economic factors. Supporting learners and staff, both academically and pastorally in order for all to be successful   |
| Rural isolation  | No appreciable impact  |
| Marriage   | Treat same sex couples who marry or register as civil partners, as married couples, with equal treatment in a full range of matters including employment and vocational training   |
| Pregnancy & maternity  | Eliminate the unfavourable treatment of a woman, during the 'protected period' (when the pregnancy begins and ends) in relation to her pregnancy or illness suffered by her as a result of that pregnancy.   |
| Carers & care leavers  | Use available resources to identify and address any issues of inequality as a result of being in care or a care leaver. Supporting learners both academically and pastorally in order to be successful.  |
| Vulnerable persons   | Use available resources to identify and address any issues of inequality as a result of being a vulnerable person. Supporting learners both academically and pastorally in order to be successful.   |
| Please identify any sections of the policy that specifically seek to maximise opportunities to improve diversity within any of the Trust's stakeholder groups: |  |
| Please identify any sections of the policy that specifically seek to improve equality of opportunity within any of the Trust's stakeholder groups:             |  |
| Is there any possibility that this policy could operate in a discriminatory way?   | <div style="display: flex; align-items: center; gap: 10px;"> <div style="width: 20px; height: 20px; background-color: red; border: 1px solid black; display: flex; align-items: center; justify-content: center;"><input type="checkbox"/></div> <div style="width: 20px; height: 20px; background-color: green; border: 1px solid black; display: flex; align-items: center; justify-content: center;"><input checked="" type="checkbox"/></div> </div> |
| If you have ticked yes (red), which characteristic will be most affected? Choose an item.  |  |
| If yes please confirm that the Policy has been sent for a full Equality & Diversity Impact Assessment, and note the date:                                      | <input type="checkbox"/> Click or tap to enter a date.   |

**Note:** if the policy does not seek to increase diversity or improve equality you should go back and review it before submitting it for approval.

| <b>MAPPING OF FUNDAMENTAL RIGHTS</b>   |   |
|--|---|
| Which United Nations Convention on the Rights of the Child ( <a href="#">UNCRC</a> ), Right does this policy most protect: | Art. 2 Non-discrimination<br>Choose an item.<br>Choose an item. |
| Which Human Right ( <a href="#">HRA</a> ) does this policy most protect:   | Art. 14 Prohibition of discrimination<br>Choose an item.        |

| <b>DATA PROTECTION &amp; PRIVACY BY DESIGN SCREENING</b>  |                                     |
|---|-------------------------------------|
| Tick to confirm that you have considered any data protection issues as part of the design and implementation of this policy; and, that implementing this policy will <u>not</u> result in the collection, storage or processing of personal data outside of official Trust systems: | <input checked="" type="checkbox"/> |
| Tick to indicated that this policy has or requires a Data Privacy Impact Assessment:  | <input type="checkbox"/>            |