



Durham &
Newcastle
Diocesan
Learning
Trust

Durham and Newcastle Diocesan Learning Trust

Company Number 10847279

Principles for School Behaviour Policies

"Every child matters and no child is ever left behind..."

**"Let the little children come to me, and do not stop them;
for it is to such as these that the kingdom of God belongs."**

Luke 18:15-17

Vision Statement

At the heart of our vision is our commitment to ensure all of our schools are places where children and young people develop and thrive academically, socially, culturally and spiritually. The drive for excellence and effectiveness in our schools is paramount. The enabling of every child to flourish in their potential as a child of God is a sign and expression of the Kingdom and is at the heart of the Trust's distinctive mission.

Through our behaviour principles, our schools promote social and cultural development through the practice of forgiveness and reconciliation that enables all to flourish and live well together. Our associated values underpin relationships at all levels in the school community, enabling pupils and adults to disagree well

Principles for Behaviour Policy

These are statements of principles, not practice. Practical applications of these principles are the responsibility of each head teacher within the MAT. These principles are intended as guidance as to what the DNDLT would expect to see in each school's unique behaviour policy. The DNDLT board recognise that each school works within a different context and community and will have different approaches to behaviour dependent on that whilst working within these wider principles.

The DNDLT board is required to ensure that a written policy to promote good behaviour among pupils is drawn up and effectively implemented by the head teacher overseen by the Local Academy Council. The policy must set out the disciplinary sanctions to be adopted if a pupil misbehaves. The DNDLT board is also required to ensure that an effective anti-bullying strategy is drawn up and implemented (this may be part of the school's behaviour policy). Information about the school's behaviour policy must be made available to parents on request.

Potential Contents for Behaviour Policy

It is vital that the behaviour policy is clear, that it is well understood by staff, parents and pupils, and that it is consistently applied. In developing the behaviour policy, school leaders should reflect on the following ten key aspects of school practice that, when effective, contribute to improving the quality of pupil behaviour:

- 1) A consistent approach to behaviour management
- 2) Roles and responsibilities of leaders
- 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
- 10) Organisation and facilities

The school's behaviour policy should set out the disciplinary action that will be taken against pupils who are found to have made malicious accusations against school staff.

The behaviour policy should acknowledge the school's legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs (SEN).

The behaviour policy should be developed in line with the DfE's guidance 'Behaviour and discipline in schools - Advice for headteachers and school staff' January 2016 (Updated February 2022)

All school policies should include the following aims:

- provide a consistent approach to behaviour management and attitudes towards learning
- have a shared understanding of what we consider to be unacceptable behaviour and attitudes towards learning, including bullying
- have a share understanding of how pupils are expected to behave within school and the wider community
- have clear roles and responsibilities of different people in the school community with regards to behaviour management and attitudes towards learning
- have effective systems of rewards, guidance and sanctions

Principles for all DNDLT School Behaviour Policies:

- Every pupil understands they have the right to feel safe, valued and respected, as a child of God, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination and harassment, including all forms of sexual harassment and abuse
- All adults in school set an excellent example to pupils at all times
- Approaches and strategies used to manage behaviour are based on forgiveness and reconciliation
- Rewards, sanctions, reasonable force and guidance are used consistently by all staff, in line with the behaviour policy
- The behaviour policy is understood by all pupils, parents and staff and promotes good behaviour, self-discipline and respect
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Positive behaviours and attitudes towards learning are promoted in the curriculum and modelled by staff

- Pupils are helped to take responsibility for their actions within school and the wider community
- Families are involved in behaviour incidents to foster good relationships between schools and pupils' home life

Impact of policies should include:

Pupils behave with consistently high levels of respect for others. They play a highly positive role in creating a school environment in which commonalities are identified and celebrated, difference is valued and nurtured, and bullying, harassment and violence are never tolerated.

Pupils consistently have highly positive attitudes and commitment to their education. They are highly motivated and persistent in the face of difficulties. Pupils make a highly positive, tangible contribution to the life of the school and/or the wider community. Pupils actively support the wellbeing of other pupils.

Pupils behave consistently well, demonstrating high levels of self-control and consistently positive attitudes to their education. If pupils struggle with this, the school takes intelligent, fair and highly effective action to support them to succeed in their education.

(EIF 2019)