

Anglian Learning Framework for Excellence - Behaviour: Guidance for Academies



Purpose

The purpose of this document is to provide the academy Principal / Headteacher and Local Governing Body with a framework to underpin / inform each academy's Behaviour policy so that related policy and practice reflects the vision and values of Anglian Learning and is fully compliant with the law and statutory guidance. Each academy's Behaviour policy must be reviewed by stakeholders on a regular basis and be publicised annually to staff, parents / carers and pupils. The policy must always be available on the academy website, as well as in hard copy by request.

Principles

- All academies are inclusive, everyone has a right to be listened to, to feel safe and to be valued. Every child and young person has the right to learn free from disruption. All members of the school community should be free from abuse, discrimination, harassment and victimisation as required by the Equality Act 2010. A Trust guiding principle is that all adults in academies, and in the central Trust team, will set excellent examples of behaviour and actively engage in delivering the expectations established by this guidance and academy policy.
- All leaders will promote the vision and values of Anglian Learning through creating a strong, and positive ethos which reflects this statement of principles in which strong relationships and trust are the cornerstone of the academy environment. Leaders' systematic approaches ensure that pupils build an intrinsic understanding of the benefits of positive behaviour and are effectively supported to achieve success. Academy policies should be underpinned by supportive and constructive relationships. Adults demonstrate excellence in eliciting positive behaviour, are able to skilfully de-escalate challenging behaviour and use restorative approaches to develop pupil's understanding of the impact and consequences of their behaviour. The positive relationships established enable pupils to become confident, independent and ambitious learners.
- All academies will establish a clear, transparent and fair code of sanctions for when pupils' behaviour falls short of the expected standards. Sanctions must be age appropriate, proportional and be within the guidelines established by the Department for Education, paying particular regard to pupils' mental health or SEND needs and making reasonable adjustments where appropriate. ('Mental Health and Behaviour in Schools', DfE November 2018. Academy leaders will communicate effectively the rationale and nature of sanctions with parents and carers. Where physical intervention is deemed to be necessary in managing behaviour, this **must** be only as a last resort and adhere to national guidance. Only in very exceptional circumstances should physical restraint be used by staff who are not fully trained in its use. Records of physical restraint should be timely, detailed and reflect appropriate levels of discussion and reflection with

the pupil for whom restraint has been necessary. Records should include the analysis of the causes of behaviour necessitating restraint and any actions to prevent this from happening again. It is expected that the approaches used by leaders to analyse and deescalate challenging and threatening behaviour will result in a decline in the need for physical intervention.

- All academies will proactively build positive and sustainable relationships with parents and carers, appropriate outside agencies and other partnerships to seek advice to support pupils where there may be significant behaviour concerns. Academy policies will be compliant with national exclusion policy and are likely to reflect the LA's exclusion guidance. Leaders will either provide or signpost appropriate therapeutic input to help modify challenging behaviours. Where it is deemed that pupils may need to be educated in alternative provision, leaders will make this decision in partnership with a pupil and their parents and with the support of the Local Authority. Alternative provision must meet the statutory standards and must be closely monitored by the school. All academies will work within the DfE guidelines for exclusion, managed moves and engaging with the in year fair access protocols. Anglian Learning does not condone or expect practice that encourages the inappropriate use of 'off rolling' or home education.
- Finally, all academies will keep detailed and appropriate records of pupils' behaviour, the support provided, sanctions employed and of any relevant communications. To ensure effective understanding and action, patterns of behaviour will be systematically monitored by school leaders, the Local Governing Body and the central team. Monitoring must include types of behaviour (especially types of bullying) and the frequency for each of the main learner groups identified by the academy. Analysis will be used to demonstrate the efficacy of the academy's behaviour management strategies and to identify where any changes are necessary.
- Through the Trust SEND and safeguarding leadership groups, academy leaders and staff can seek support to address specific concerns as well as to develop effective shared and collaborative approaches to improving behaviour. The Trust central team will provide advice where leaders seek it in relation to any aspects of strategically leading and improving behaviour.