

Policy Title:	Behaviour for Learning Statement
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Change Record		
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1.1	20/05/26	Changes to Section 3
1.2		
1.3		
1.4		

“Primitas Learning Partnership promotes the safeguarding and welfare of all children in its care; all policies are developed and formulated with this in mind.”

Behaviour for Learning Statement

1. Introduction

- 1.1 Within Primitas Learning Partnership, we believe that local Headteachers, supported and challenged by Local Governing Bodies, are best placed to make sure that each academy is a positive, well-ordered and responsive learning environment, conducive to the wellbeing and development of children and young people, where all pupils:
- Feel safe and secure.
 - Are protected from disruption in their learning.
 - Are supported to thrive and flourish.
- 1.2 The Trust Board acknowledges that each academy is different contextually, with its own distinctive character, culture and challenges. Therefore, responsibility is delegated to the headteacher to develop and implement an appropriate behaviour policy which best meets the needs of their pupils in their context. Responsibility is also delegated to the Local Governing Body to monitor and scrutinise the work of the Headteacher and to hold them to account.
- 1.3 For academies which are not categorised as Sustainably Secure (Category 1) the Trust Board, through the CEO, will ensure that they are fully supported and that their policy and resulting practices are closely monitored by the Trust Board as well as the Local Governing Body.

2. Key Legislation and Guidance

- 2.1 This policy statement is based upon and gives due regard to the legal requirements and government advice contained within the following publications:
- Education Act 2002.
 - Education and Inspections Act 2006.
 - Equality Act 2010.
 - Statutory Guidance: Behaviour and Discipline in Schools – Guidance for Governing Bodies (2015)
 - Non-Statutory Guidance: Behaviour in Schools – Advice for headteachers and school staff (2024)
 - Keeping Children Safe in Education (Latest edition)

3. Key Principles of Effective Behaviour Management

- 3.1 Even though it is up to each Academy to develop and implement their own policy for managing the behaviour of pupils in their context they must uphold and give due regard to the following Primitas Values in the way that they work with pupils on a daily basis:
- *Collaboration*. Life is not a solo activity but a team pursuit, where we need each other in order to thrive and succeed. Therefore, respectful and productive working relationships amongst pupils and between pupils and staff are actively promoted and always expected.
 - *Inclusivity*. All pupils are expected to meet the same high standards of behaviour, and personal extenuating circumstances are taken into account when supporting pupils to succeed in this.
 - *Empowerment*. Pupils are actively encouraged to take responsibility for their own behaviour, demonstrate a 'can-do' attitude when reaching standards of expected of behaviour and contribute to the review and development of their school's behaviour policy.
 - *Resilience*. Falling short of behaviour expectations should be seen as a learning opportunity for pupils, with sanctions being applied in a humane and educational way which causes pupils to modify their behaviour and not to become disillusioned or give up.

- *Excellence.* Everyone associated with Primitas has the potential to reach the very highest of standards in everything that they do. Therefore outstanding behaviour should be expected and encouraged as the norm on a daily basis.

3.2 Each academy must have a Behaviour Policy which complies with the requirements of the law and statutory guidance documents and which gives due regard to the advice contained in non-statutory guidance. In essence, each academy must have a Behaviour Policy which:

- Is communicated clearly to staff as a whole-school, consistent approach.
- Is reviewed regularly with staff.
- Is available on their website.
- Emphasises the critical importance of working effectively with parents.
- Promotes good behaviour, self-discipline, respect and due regard for authority.
- Prevents bullying and promotes anti-bullying awareness.
- Ensures that pupils complete assigned work.
- Regulates the conduct of pupils.
- Includes clear guidance on:
 - a) Screening and searching pupils.
 - b) The power to use reasonable force and other physical contact.
 - c) The power to discipline beyond the school gate.
 - d) When to work with other local agencies to assess the needs of pupils who display continuous disruptive behaviour.
 - e) Pastoral care for staff accused of misconduct.
- Clearly outlines the strategies that are in place to reinforce and praise good behaviour, and the sanctions that are in place for those who do not comply with the school's behaviour policy.
- Ensures that sanctions are a proportionate and fair responses that take into account the age of the pupils, and any other special circumstances that affect the pupil.
- Ensures that the authority of paid staff to discipline pupils is made clear.
- Includes an Exclusions Policy which references and follows DfE Statutory Guidance on exclusions.
- Acknowledge the school's legal duties in respect of safeguarding and in respect of pupils with special educational needs (SEN).
- Sets out the disciplinary action that will be taken against pupils who are found to have made malicious accusations against school staff.
- Is read and understood in conjunction with the school's safeguarding policy.
- Is shaped by the Local Governing Body, which provides advice and guidance to the headteacher.*

**NB* In maintained schools, the Local Governing Body is legally required to produce a Statement of Behaviour Principles on which the headteacher should base the school's Behaviour Policy. This is not a legal requirement for academies and so the Trust Board does not require LGBs to do this. However, the Trust Board does expect LGBs to engage in full and meaningful discussions with the headteacher and to provide challenge about the Behaviour Policy, how it is implemented and the impact it has on pupil wellbeing and their academy's culture.