

South Bank Multi Academy Trust

Behaviour Policy Statement

Approved by Trustees:	May 2019
Review Timetable:	2 years
Renewal Date:	May 2021
HTG Consultation:	April 2019
Written by	Jo Edwards Trust Principal
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1. **AIM**

As a Trust we believe that headteachers and governors are the best people to make sure that good schools thrive. We operate on the principle of earned autonomy, that successful schools should have every possible freedom to determine the education they offer to their learners.

Schools that join the Trust do so on the understanding that they will, at all times, uphold the agreed core ethos and values. In South Bank MAT we are inclusive, we expect all children to be treated with respect and tolerance. We expect positive behaviours for learning to be encouraged and nurtured. We expect a coherent strategy to engage pupils as stakeholders in the school community. This policy should be read in conjunction with SBMAT's Safeguarding policy that incorporates the Trust's safeguarding principles.

2. ETHOS AND VALUES

As a MAT we are committed to:

♦ Equality

All schools are equal partners and there is no lead school.

♦ Collaboration

We work together to meet the school improvement challenges faced across our schools

♦ Autonomy

Successful Local Governing Boards (LGBs) are given the maximum possible freedom in running their schools.

♦ Transparency

We are open with each other to provide peer challenge and support for leaders at all levels.

♦ Excellence

Our staff get the best out of our pupils, and we get the best out of our staff by improving recruitment and development opportunities across all our schools.

♦ Efficiency

Our effective central staffing team provides best value for shared services through excellent procurement and economies of scale.

♦ Inclusivity

All schools in our Trust remain inclusive organisations that welcome and support all students. As a Trust, we have pledged to work towards reducing barriers to success faced by disadvantaged children.

3. EARNED AUTONOMY:

Each school within the Trust, that enjoys full earned autonomy, decides upon the most appropriate Behaviour policy for its pupils and the community they serve. The Local Governing Boards hold the Headteachers and Senior Leaders to account for ensuring that they provide a fair and consistent approach to the management of all pupils.

4. LIMITED AUTONOMY:

Where a school does not have full earned autonomy with regards to behaviour, the Trust Board through the Trust Principal, will ensure that they are fully supported in delivering an effective Behaviour Policy that is closely monitored at a Local Governing Board and Trust level.

5. IMPLEMENTATION AND MONITORING:

Headteachers will be responsible for:

- Implementing a school behaviour policy that incorporates principles of the Trust Behaviour Policy Statement
- Reporting to their Local Governing Board and to the Trust attendance, incidents of internal isolation, external isolation arrangements, fixed term exclusion and

permanent exclusion, this will take the form of a KPI document completed termly that identifies disadvantaged pupils, minuted by the LGB and stored securely and centrally for Trust monitoring purposes.

The Headteachers of each school will ensure that their Chair of Governors and Trust Principal are notified immediately if a pupil is to be permanently excluded. The school will follow the Trust exclusions policy and the guidance on exclusions from the Department for Education and the local authority exclusions team. The school will ensure that every option has been explored to avoid a permanent exclusion and will continue to support the child and their family as far as is practicable after they leave.