



## BEHAVIOUR & DISCIPLINE STATEMENT

### 1. INTRODUCTION

- 1.1 This statement of principles establishes the Trust's expectations and approach to ensuring a positive and enabling approach to the management of behaviour and discipline across all schools within the Boleyn Trust. The purpose of this statement is to establish general principles to inform policy and practice relating to pupil behaviour and discipline. It is relevant for Headteachers, Local Governing Bodies, staff and parents and will inform consistent day to day working practices that ensure positive, safe, and respectful learning environments across the Trust.
- 1.2 The Boleyn Trust aims to provide a supportive learning environment which recognises every student's rights and responsibilities. We aim to treat everyone we have responsibility for with respect and dignity, and to provide a positive learning and working environment free from discrimination, harassment, or victimisation.

### 2. STATEMENT OF PRINCIPLES: POSITIVE BEHAVIOUR

- 2.1 The Trust's approach to promoting positive behaviour in pupils requires school policy and procedures to promote the following four characteristics of positive behaviour in students:
- > Respect.
  - > Responsibility.
  - > Resilience;
  - > Restorative Justice/Reconciliation.
- 2.2 These characteristics help students become more successful in their learning and to increase their chances of achieving their potential.

### 3. STATEMENT OF PRINCIPLES: RESTORATIVE DISCIPLINE

- 3.1 The Trust embraces a restorative approach to maintaining discipline within its schools and requires school policy and procedures to promote best restorative practices (including mediation) as approved by the Anti-bullying and Youth Justice Board, the Ministry of Justice and the Department for Education. Restorative practices will hold offenders to account for what they have done, help them to understand the real effect of what they have done, and make them take responsibility or make amends

### 4. SCHOOL BEHAVIOUR POLICIES

- 4.1 Each school will have a behaviour policy. The Board of Trustees and Local Governing Body will set the general principles that inform the behaviour policy in consultation with the Headteacher, school staff, parents, and pupils. Behaviour policies will include measures to prevent all forms of bullying among pupils. Head teachers will publicise the school behaviour policy, in writing, to staff, parents and pupils at least once a year.
- 4.2 Headteachers will develop each school's behaviour policy and procedure in the context of this statement of principles. They will set standards of behaviour in accordance with Trust expectations and set out how those standards will be achieved, including:

- > school rules.
- > clear understanding of sanctions for breaking rules; and
- > rewards for good behaviour.

## **5. POWERS TO DISCIPLINE**

- 5.1 Teachers, teaching assistants and other paid staff with responsibility for pupils have responsibility to support good behaviour. This applies to pupil behaviour in school and outside school, in certain circumstances, for example, on school trips.

## **6. PUNISHMENT**

- 6.1 Teachers, teaching assistants and other paid staff with responsibility for pupils must follow agreed behaviour guidelines. Headteachers, in discussions with the Chief Executive Officer will decide whether to exclude a pupil for a fixed period (to suspend) or to permanently exclude them.

## **7. EXCLUSION**

- 7.1 The Headteacher, supported by the Chief Executive Officer, will decide whether to exclude a pupil, for a fixed term or permanently, in line with the legal requirements on the use of exclusion and having regard to statutory guidance.
- 7.2 The management of exclusions will be in accordance with guidelines set out [here](#).
- 7.3 Parents have the right to make representations to the governing body (or discipline committee) about an exclusion and the governing body will review the exclusion decision in certain circumstances, which includes all permanent exclusions. Where a local governing body upholds a permanent exclusion, parents have the right to request that an independent review panel reviews this decision. The independent panel will include a representative from the Trust's Board of Trustees. Parents may also make a claim of discrimination in respect of an exclusion, either to the First-tier Tribunal in relation to disability discrimination or the County Court in relation to other forms of discrimination.
- 7.4 Boleyn Trust schools will comply with their duty to arrange suitable full-time education for an excluded pupil from the sixth school day of any fixed period exclusion of more than five school days. Local authorities are under a duty to arrange suitable full-time education from the sixth school day of a permanent exclusion.