



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 a positive culture of high standards and expectations of good behaviour pervade all aspects of school life. The whole school approach promotes 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. Everyone in our schools should treat one another with dignity, kindness and respect.

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 DNDLT. 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. It should include the following areas:

- **purpose** – including the underlying objectives of the policy, and how it creates a safe environment in which all pupils can learn and reach their full potential;
- **leadership and management** – including the role of designated staff and leaders, any systems used, the resources allocated and engagement of governors/trustees;
- **school systems and social norms** – including rules, routines, and consequence systems;
- **staff induction, development and support** – including regular training for staff on behaviour;
- **pupil transition** – including induction and re-induction into behaviour systems, rules, and routines;

- **pupil support** – including the roles and responsibilities of designated staff and the support provided to pupils with additional needs where those needs might affect behaviour;
- **child-on-child abuse** – including measures to prevent child-on-child abuse and the response to incidents of such abuse; and
- **banned items** – a list of items which are banned by the school and for which a search can be made.
- **mobile phones** – a clear approach prohibiting the use of mobile phones in school throughout the school day.

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' February 2024

All school policies should include the following principles. It should be:

- accessible and easily understood: clear and easily understood by pupils, staff and parents;
- aligned and coherent: aligned to other key policy documents;
- inclusive: consider the needs of all pupils and staff, so all members of the school community can feel safe and that they belong;
- consistent and detailed: have sufficient detail to ensure meaningful and consistent implementation by all members; and
- supportive: address how pupils will be supported to meet high standards of behaviour.

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:

- *The school has high expectations for pupils' behaviour and conduct. These expectations are commonly understood and applied consistently and fairly. This is reflected in pupils' positive behaviour and conduct. Low-level disruption is not tolerated and pupils' behaviour does not disrupt lessons or the day-to-day life of the school. Leaders support all staff well in managing pupils' behaviour. Staff make sure that pupils follow appropriate routines.*
- *Leaders, staff and pupils create a positive environment in which bullying is not tolerated. If bullying, aggression, discrimination and derogatory language occur, they are dealt with quickly and effectively and are not allowed to spread.*
- *There is demonstrable improvement in the behaviour and attendance of pupils who have particular needs. Where this is not the case the school will do all they reasonably can to achieve the highest possible attendance, while recognising that the context in which schools operate has changed.*
- *Pupils' attitudes to their education are positive. They are committed to their learning, know how to study effectively and do so, are resilient to setbacks and take pride in their achievements.*
- *Pupils have high attendance. They come to school on time and are punctual to lessons. When this is not the case, the school takes appropriate, swift and effective action.*
- *Suspensions are used appropriately. The school reintegrates suspended pupils on their return and manages their behaviour effectively. Permanent exclusions are used appropriately as a last resort (see [statutory guidance on school exclusion](#)).*
- *Relationships among pupils and staff reflect a positive and respectful culture; pupils are safe and they feel safe*
- *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 well-being 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.*

School Inspection Handbook April 2024