

Directors Written Statement of Behaviour Principles Fairfax Multi-Academy Trust

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Directors' Written Statement of Behaviour Principles

Rationale and purpose.

1. This Statement has been drawn up in accordance with the Education and Inspections Act, 2006, and DfE guidance (Behaviour and Discipline in Schools, 2014).
2. The purpose of the Statement is to provide guidance to Principals in drawing up the behaviour policy of their academy so that it reflects the shared aspirations and beliefs of all stakeholders in the MAT; governors, staff, parents and students, as well as taking full account of law and guidance on behaviour matters. It is intended to help all academy staff to be aware of and understand the extent of their powers in respect of recognition and reward for good behaviour, discipline and sanctions for unacceptable behaviour and how to use them. Staff should be confident that they will always have the directors and associates support when following this guidance.
3. This is a statement of principles, not practice: it is the responsibility of the Principal to draw up the academy's behaviour policy, though the Principal must take account of these principles when formulating this policy. The Principal should also take account of the guidance in DfE publication Behaviour and Discipline in Schools: a guide for Headteachers and school staff (Feb 2014).
4. The Behaviour Policy is to be published on the Academy website and distributed to all members of staff via e-mail and available to all on request.

Principles

High standards of behaviour: The directors of FMAT believe that high standards of behaviour lie at the heart of successful schools which enables all of its students to make the best possible progress in all aspects of their school life and that all staff should be able to teach and promote good learning without interruption.

The right to feel safe at all times: All students, staff and visitors have the right to feel safe at all times in FMAT academies and be free from the effects of unacceptable behaviour. There should be mutual respect between all members of the FMAT Community and the policy should help to foster this.

The Right to learn: All student deserve the best possible education facilitated by their own and their fellow students good and engaged behaviour.

Attitude to and Behaviour for learning: Our academies will encourage positive relationships between teachers and students that facilitate outstanding attitudes to and behaviour for learning from our students. These attitudes to and behaviour for learning will be fostered beyond the school gates and within the community, particularly with parents.

Inclusivity and Equality: FMAT academies are inclusive establishments. All members of our community should be able to work or study, free from any form of



discrimination, harassment or bullying. (As laid down in the Equality Act, 2010). To this end all FMAT academies must have a clear and comprehensive Anti-bullying Statement that is known and understood by all, consistently applied and monitored for its effectiveness. Measures to protect students from bullying and discrimination as a result of gender, race, ability, sexual orientation or background should be clearly set out and regularly monitored for their effective implementation. The academy's legal duties under the Equality Act, 2010 in respect of safeguarding students with Special Educational Needs and all vulnerable students should be included in the Behaviour Policy.

Emotional Health and Wellbeing: The directors believe that the emotional health and wellbeing of all students and the staff at FMAT academies are important and procedures and practises should ensure this aspect is promoted and given importance.

Practice

Whilst the directors recognise it is the Principal's responsibility to draw up the Academy Behaviour Policy, the following should be included:

Home-Academy Agreement: Parents/carers should be encouraged and helped to support their children's education, just as the students should be helped to understand their responsibilities during their time within the Academy. The responsibilities of students, parents/carers and Academy staff with respect to student's behaviour must be covered in the 'Home-Academy Agreement' which students and parents/carers must be asked to sign when a child joins the Academy.

Code of Conduct: The Code of Conduct should be clearly stated in the Behaviour Policy. These should set out expected standards of behaviour, should be displayed in all classrooms and other, relevant parts of the Academy and shared with and explained to all students. The directors expect the rules to be consistently applied by all staff.

Reward and Recognition: The directors would like to see a wide range of rewards consistently and fairly applied in such a way as to encourage and reward good behaviour in the classroom and elsewhere. These should be made clear in the Behaviour Policy.

Racism/Racist bullying: Racism/Racist bullying in schools can range from ill-considered remarks, which are not intended to be hurtful, to deliberate physical attacks causing serious injury. Racism/Racist bullying can be identified by the motivation of the antagonist/bully, the language used, and/or by the fact that victims are singled out because of the colour of their skin, the way they talk, their ethnic grouping or by their religious or cultural practices. FMAT actively encourages it's students and staff to understand, embrace and celebrate their diversity. Bullying or abuse of anyone because of their race will not be tolerated, and any reports of such behaviour are swiftly and rigorously investigated in line with the Academy's current reporting, recording and resolution protocols. The bullying log is regularly reviewed by the pastoral leads, DSL's and safeguarding director and associates. FMAT Academies will always seek restorative outcomes for any cases of bullying



including: 1:1 and small group mediation, working with parents and students, referral to Police Youth Liaison Officer, raising awareness and promoting positive relationships through PSHE programmes. Sanctions taken against perpetrators of bullying in any form will be in line with an individual Academy Behaviour Policy.

Homophobic/Transphobic bullying: Homophobic/Transphobic bullying in schools can range from ill-considered remarks, which are not intended to be hurtful, to deliberate physical attacks causing serious injury. Homophobic/Transphobic bullying can be identified by the motivation of the antagonist/bully, the language used, and/or by the fact that victims are singled out because of their sexuality, assumed sexuality, gender identity, assumed gender identity or gender expression. FMAT encourages its students and staff to understand diversity. Bullying or abuse of anyone will not be tolerated, and any reports of such behaviour are swiftly and rigorously investigated in line with the academy's current reporting, recording and resolution protocols. The bullying log is regularly reviewed by the pastoral leads, DSL's and the safeguarding director and associates. FMAT will always seek restorative outcomes for any cases of bullying including: 1:1 and small group mediation, working with parents and students, referral to Police Youth Liaison Officer, raising awareness and promoting positive relationships through the PSHE curriculum. Sanctions taken against perpetrators of bullying in any form will be in line with each Academy Behaviour Policy.

Sexual Harassment: Sexual harassment can range from ill-considered remarks, which are not intended to be hurtful, to deliberate attacks which can be physical, verbal or written. Sexual harassment can be identified by the motivation of the antagonist, the language used, and/or by the fact that victims are singled out because of their gender identity, assumed gender identity or gender expression. FMAT encourages its students and staff to understand diversity. Harassment or abuse of anyone will not be tolerated, and any reports of such behaviour are swiftly and rigorously investigated in line with the academy's current reporting, recording and resolution protocols. The log of such incidents is regularly reviewed by the pastoral leads, DSL's and the safeguarding director and associates. FMAT will always seek restorative outcomes for any cases of harassment including: 1:1 and small group mediation, working with parents and students, referral to Police Youth Liaison Officer, raising awareness and promoting positive relationships through the PSHE curriculum. Sanctions taken against perpetrators of harassment/abuse in any form will be in line with each Academy Behaviour Policy.

Sanctions for the breaches of the Code of Conduct:

Sanctions for unacceptable/poor behaviour should be known and understood by all staff and students and consistently applied. The range of sanctions should be described in the Behaviour Policy so that students, staff and parents can understand how and when these are applied. The directors strongly feel that exclusions, particularly those that are permanent, must be used only as a very last resort.

The policy should also include the following in some detail:



Power to use reasonable force or make physical contact: the situations in which reasonable force may be used (including removing disruptive students from classrooms, or preventing them from leaving). A definition of 'reasonable force' should be included, which should also explain how and when students may be restrained. The directors expect appropriate staff to be trained in the use of reasonable force and restraint.

The authority to search students for prohibited items and to confiscate where necessary: the directors would expect the Principal to inform the relevant authorities when items prohibited by law, weapons, non-prescription drugs etc. are brought onto the academy premises.

The power to discipline outside the academy gates: disciplining beyond the academy gates covers the academy's response to misbehaviour and bullying that occurs anywhere off the academy premises that is witnessed by a member of staff or reported to the academy. This includes any misbehaviour when the student is taking part in any academy organised or academy related activity.

Malicious allegations: The Behaviour Policy should set out the disciplinary action that will be taken against students who are found to have made malicious accusations against academy staff and the pastoral support that staff should expect to receive if they are accused of misusing their powers.

Mr Andrew Best
Chair of FMAT Education Committee

