

Staffordshire University Academies Trust		Trust Policy Document			
Approved by:	Trust Board	Issue date:	May 2022	Review date:	May 2026
Policy Owner:	CEO	Page: 1 of 2			
Audience:	Trustees <input checked="" type="checkbox"/>	Staff <input checked="" type="checkbox"/>	Pupils <input checked="" type="checkbox"/>	Local Academy Council <input checked="" type="checkbox"/>	Parents <input checked="" type="checkbox"/>
	Parents <input checked="" type="checkbox"/>	General Public <input checked="" type="checkbox"/>			

Statement of principles for promoting good behaviour

Purpose

Legislation requires that a statement of principles promoting good behaviour be provided by Governors. These principles underpin the Staffordshire University Academies Trust's (SUAT) Behaviour Policy, which defines the roles, responsibilities and practice in this area.

Establishment and implementation of the policy lies with the Principals of the SUAT Academies. The behaviour principles are intended to support each Academy's values by promoting a friendly, creative and purposeful community whose members feel valued and supported, and where courtesy and mutual respect are expected from everyone.

Section 88 of the Education and Inspections Act 2006 requires Governing Bodies to have regard to the statutory guidance from the Secretary of State for Education in making and reviewing this written statement. This document has been developed taking this guidance into account.

Principles

SUAT's Behaviour Policy has been written to fulfil the Trustees' duty of care to pupils and employees and to promote teaching and learning and high standards of achievement and progress. The policy defines the measures that we are taking to achieve these objectives.

The Trustees have ensured that the Behaviour Policy has been written to comply with their responsibilities under equality legislation: for example, by making reasonable adjustments in its application to vulnerable pupils. It also supports the Trust's commitment to improving outcomes for all pupils, eliminating all forms of discrimination, harassment and bullying, as well as promoting equality of opportunity, the welfare of pupils and good relations across the whole family of SUAT Academies.

In developing strategies for the management of behaviour in each of our Academies the policy makes use of both rewards and sanctions and establishes a climate where praise and encouragement far outweigh the frequency of punishment and admonition. Rewards are used to demonstrate that good behaviour is valued by the whole community and to encourage similar behaviour in others. Sanctions should be used to demonstrate that misbehaviour is not acceptable; to express the disapproval of each Academy's community; and to deter other pupils from similar behaviour. In most cases, sanctions should be applied to individuals not groups. In support of SUAT's values of mutual respect, the policy supports restorative justice, repairing harm done to relationships and people, to encourage pupils to take responsibility for their actions.

The Trust's policy balances both collective and individual needs. The application of rewards and sanctions has regard to the individual situation and the individual pupil and the Academies are expected to exercise discretion and sensitivity in their use. However, different application of the policy should be used sparingly and rarely for behaviours that carry a risk to others. Where possible, the Academies should identify such pupils in advance and plan how the disciplinary framework will be applied to each of these pupils. Where rewards or sanctions are applied differently because of individual circumstances then, where appropriate, these adaptations may be explained to other pupils.

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SUAT's Behaviour Policy makes clear the rights and responsibilities of all the community – pupils, staff, parents, Trustees and members of each Local Academy Council. The policy's framework of rules, rewards and sanctions should be clear to all those involved. The policy also includes a clear, structured framework that allows staff to treat similar behaviour in a consistent manner. It also includes provision for an appeal process against a sanction where a pupil or parent believes the Academy has exercised its disciplinary authority unreasonably.

The policy includes procedures to measure its effective communication, its consistent application, and the community's perception of it.