

Triumph Learning Trust Behaviour Principles Statement

Relational Approach to Behaviour

Triumph Learning Trust's first priority is the responsibility to safeguard and promote the welfare of all our pupils and staff. As such, the Trust Board is charged with the duty to set the framework of the behaviour/relational policies of each school by providing a written statement of general principles relating to behaviour and attitude to learning, taking into account the needs of all stakeholders.

Mission

We are focussed on maximising the life chances of all pupils. We embrace a forward-thinking and open-minded outlook, informed by a thorough understanding of the strengths and needs of our pupils, parents/carers, local schools and the wider community. Our values represent our vision:

- Be focussed on the pupils making sure we provide an engaging, stimulating environment where our pupils can thrive
- Have talented and dedicated staff, who put the pupils at the centre of all they do ensuring their needs are met
- Value, celebrate and promote difference for all members of our community
- Form strong working partnerships with our parents to ensure that we are partners in their children's education
- Prepare our pupils for life and enable them to make a positive contribution to their community
- Enable and support schools to provide a unique curriculum that recognises and addresses the characteristics, history, and future of the community we serve
- Commit to providing an outstanding education for all of our pupils.

We believe that each person in our schools have the right to feel safe, valued, respected and happy. All pupils, staff and visitors will be free from any form of discrimination. Our relational behaviour policy is shared and understood by all and consistently followed. Everyone is expected to maintain the highest standards of personal conduct, modelling the very highest standards of behaviour at all times and to accept responsibility for their behaviour and encourage others to do the same. We believe that this will support our pupils to learn to manage their own behaviour and to be responsible for their own actions.

By forming positive, supportive relationships and by everyone acting as role models, we promote each individual school's core values and the Trust's values of:

- Collaboration
- Aspiration
- Innovation

These values are used consistently across our schools and the language of our core values are used with all pupils and adults when referring to behaviour. Each school's values are taught and reinforced through assemblies, their curriculum and PSHE lessons; they help pupils to understand how to demonstrate these values in different places, in and out of school.

Pupils are praised for demonstrating the core values. Our approach to behaviour is a relational one where we see behaviour as a communication of need. We use the current research in neuroscience and attachment theory which shows that positive relationships that promote high levels of care alongside high expectations are essential to pupils' personal and academic success in school.

Developing relationships through each school's ethos of kindness and respect and by collaborating together as a 'family' underpins all that we do to ensure that our schools are a place of safety and a positive learning environment for all pupils. All adults in school invest in building relationships with the pupils they work with. All pupils are treated with kindness and valued as individuals. All members of staff in school are expected to model and promote behaviours

further embedding positive relationships. We all follow the principles from of visible consistency and visible kindness to allow exceptional relationships and behaviours to flourish so that we praise in public and reprimand in private to support our culture of kindness and respect.

Relationships are built through:

- Consistent caring adult behaviour,
- Clear high expectations for behaviour and learning,
- Consistent routines and practice in all areas in school. Setting boundaries and celebrating positive behaviour. Around our schools pupils should be given regular, specific praise for excellent behaviour.

The reward system is designed to celebrate and encourage the individual skills and traits that are needed for pupils to develop a positive attitude towards their learning and development but also to support them to become responsible members of the school community by collaborating as a class/tutor group. Through consistent routines established through teaching and promoting the core values, our pupils learn that to achieve well and succeed in school they must work hard, concentrate and persevere when faced with difficult challenges. To do this the climate and ethos in the classroom needs to promote good behaviour for learning. In every lesson a teacher will always ensure that the classroom is calm, well organised, resources for lessons are prepared and all classes have established routines that maximise learning time.

We recognise that some pupils have difficulties in self-regulation and managing their own behaviour resulting in disruption to learning or relationships. After teacher intervention, if pupils are regularly displaying unacceptable behaviours, they will be referred to the school's pastoral team and SENCo and seek support from their link member of the Senior Leadership Team.

The language of the values is used to help pupils reflect on and choose their behaviour. Thrive is a principle used across our schools to aid self-regulation. Through Thrive sessions pupils are taught breathing techniques, mindfulness and calming strategies. All adults in school will always respond to all pupil's behaviours in a calm and consistent way.

All pupils are entitled to a calm and safe place to learn and if a child's behaviour is continually disruptive, they will be asked to leave the classroom to support their self-regulation. Every classroom should be a positive learning environment, and pupils should feel safe in all parts of the school. If a child continues not to follow instructions to keep themselves or others safe then parents will be contacted to discuss actions moving forward that are appropriate to the child's circumstances.

Pupils with social, emotional and mental health difficulties will find self-regulating their emotions a challenge; we understand that their behaviours are a way of communication. Pupils need to feel confident that an adult will support them to feel safe (both emotionally and physically) and support them to make choices to put their behaviour right. Only when the child has been supported to calm themselves must the consequences of the behaviour be discussed. Adults should make a clear distinction between validating the emotion whilst still highlighting the unacceptable behaviour and alternative positive choices for actions.

Serious negative and/or unacceptable behaviour where the child has deliberately chosen to hurt another person (physically or verbally including racist/bullying/homophobic language) or cause damage to school or others property will be responded to by senior leaders. Our expectation is that all pupils will learn in a calm and ordered environment.

Notes

This Statement has been drawn up in accordance with the Education and Inspections Act, 2006, and DfE: Behaviour and discipline in schools: Advice for Headteachers and school staff (January 2016).

The purpose of the Statement is to provide guidance to the Headteachers of each school in drawing up their individual Behaviour Policies so that they reflect the shared aspirations and beliefs of all stakeholders as well as taking full account of law and guidance on behaviour matters. It is intended to help all staff to be aware of and understand the extent of their responsibilities 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 Trustees' support when following this guidance.

This is a statement of principles, not practice: it is the responsibility of the Headteacher to draw up the school's behaviour policy, though they must take account of these principles when formulating this policy.

With consideration of our duty of care to the pupils, this written statement and the policies that are influenced by it apply to all pupils when in school, when travelling to and from school, when engaged in extra-curricular activities such as educational trips and visits (residential and non-residential) and when being educated as a member of the Triumph Learning Trust community off-site.

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