

# TSAT Behaviour Principles Guidance



2024 -2025

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# Respect

**We show mutual respect for all stakeholders and for everyone in our Trust community**

**All members of our community:**

- are polite and courteous: using please and thank you, speaking to each other in the right tone of voice, without interrupting and without use of inappropriate language or swearing
- strive to exhibit our Trust habits of managing impulsivity, listening with understanding and empathy, and thinking and communicating with clarity and precision
- respect the school environment; litter is put into bins, and graffiti and vandalism must be reported when seen and will be investigated and sanctioned.
- Respect each other's property
- Respect each other's personal space and do not play fight or engage in any physical violence
- Value difference, with acceptance rather than tolerance. This means that any form of bullying, discrimination or prejudice, particularly for those with protected characteristics will incur repercussions including re-education and sanctions.
- Address staff formally unless in an alternative setting that allows the use of first names.
- Greet each other positively upon entrance to classrooms and school

**What success looks like:**

- A year on year reduction in incidents evidenced via behaviour records.
- A year on year reduction in vandalism evidenced in Site Team maintenance records
- Student, Staff and Parent Voice surveys show an increase in the perception of school as a respectful learning environment
- Positive feedback from external visitors and the general public



# Relationships

**We develop trusting and honest relationships to build and maintain positive connections through a culture of high challenge and high support**

## **All members of our community:**

- Staff know and care about students, and strive to be aware of their individual circumstances and needs;
- Students are explicitly taught how to communicate with each other and adults
- Staff/ student relationships are solely focused on students learning, personal development and welfare
- Staff will work with the mindset that poor behaviour is a form of communication and can be the result of an unmet need
- Staff connect with students to prevent poor behaviour, and before correcting behaviour.
- All students with behavioural challenges have access to a trusted adult.
- Coaching and mentoring are used to support students with high behavioural challenges.
- Schools work to develop strong links with parents/carers via home school agreements

## **What success looks like:**

- Student Voice evidences
  - positive relationships between students and staff
  - that students have a strong sense of belonging
  - that students feel valued by the school
- Learning walks and QA visits evidence positive relationships between staff and students
- Staff surveys evidence year on year improvements in perceptions of student behaviour and give opportunity for feedback on staff/student relationships
- Parent surveys evidence year on year improvements in perception of behaviour



Transforming Life Chances

# Routines

**Our routines are a fundamental source of consistent high expectations. These are well- established and universally known and repeatedly demonstrated across our school communities**

## **Trust Standard:**

- Routines are in place for
  - entrances and exits to both school and classrooms
  - lesson transitions
  - social times/ unstructured learning
  - fire drills
  - the use of mobile phones
  - corridor conduct
  - canteen conduct including queuing
  - assemblies
  - registration
- Routines are taught and practiced so they are embedded and habitual for staff and students
- Routines are explicitly taught to new staff and students
- All staff in schools are responsible for both promoting and upholding routines
- Routines are reset and reinforced regularly

## **What success looks like:**

- QA's and learning walks evidence calm and structured learning environments
- Good or better Ofsted judgements for Behaviour and Attitudes



# Responsibility

**All students have the right to learn in a safe and calm environment. All students 'model' and take responsibility for their behaviour**

## Trust Standards

### Students take responsibility for \*:

- their own learning and not disrupting the learning of others
  - attending school and every lesson 'ready to learn'
  - being punctual to school and lessons
  - having the correct equipment and uniform
  - Adhering to school policies for behaviour
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- Students have the opportunity to take on peer mentoring roles to support others
  - Students have the opportunity to act as anti bullying ambassadors to support others
  - Students have the opportunity to take on leadership roles within their schools

*\*At Key Stage 1 and 2, schools will determine whether responsibility sits with the parent/carer or child*

## What success looks like:

- Secondary schools engage with The Diana Award and appoint anti-bullying ambassadors
- All schools have anti bullying ambassadors
- There is a year on year reduction in incidences of bullying in schools evidenced through behaviour records
- There is a year on year reduction in incidences of poor behaviour evidenced through behaviour records
- Staff, parent and student surveys evidence year on year improved perceptions on the frequency and management of bullying



Transforming Life Chances

# Responses

**We use strategies and interventions to de-escalate and respond to behaviour in an appropriate and proportionate manner**

## Trust Standards

- Schools engage with both local and national organisations to respond to ongoing school wide behaviour trends including knife crime, bullying, anti social behaviour and drugs
- Schools endeavour to understand the “why” of all instances of poor behaviour and use this knowledge to inform interventions
- Schools adapt strategies and responses using reasonable adjustment for students with SEND
- All instances of poor behaviour are dealt with swiftly, in line with DfE guidance, with the aim of restoring order and protecting the learning and welfare of the school community
- Suspensions are followed by recorded re-integration meetings that identify strategies and responses for supporting a return to positive behaviour
- Staff use de-escalation strategies to respond to poor behaviour in a calm and proportionate manner
- Students with ongoing challenging behaviour have subsequent interventions tracked and monitored via individual behaviour plans
- All suspensions are issued in full accordance with DfE guidance

## What success looks like:

- There is an ongoing decline in instances of recurring behaviour from individual students
- GDCs are held in line with TSAT and DfE guidance and upheld
- School records show evidence of student level interventions and their impact



Transforming Life Chances

# Reflection

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**Our students are given the opportunity to reflect on their behaviour and learning via metacognitive strategies, relational and restorative practice**

## **Trust Standards**

- Students use thinking tools to reflect on their behaviour to relate to future learning experiences
- Students have the opportunity to reflect on their behaviour and restore or repair any relationships as appropriate– this can be through mediation or a restorative conversation with other students or
- All sanctions result in student reflection; reintegration meeting records are kept to record these reflections
- Students routinely reflect on their learning; learning goals are set by both staff and students

## **What success looks like:**

- Schools routinely use and monitor the impact of BYBS journals or alternative metacognitive strategies and regularly consult with staff and students to ensure these are effective
- Behaviour records evidence student voice and reflection



# Rewards & Repercussions

**All students are held accountable for their conduct, with the use of rewards, repercussions and sanctions to support students to be their best selves.**

## Trust Standards

- Rewards are used to motivate and foster a positive attitude to learning
- Schools will aim to develop a culture of intrinsic motivation
- Students are consulted on how rewards and repercussions operate within their communities
- Positive reinforcement is used to foster a culture of success
- Schools routinely celebrate the achievements of their communities
- Schools monitor the use of rewards to ensure that they are applied consistently
- Students are not routinely rewarded for basic compliance with school expectations
- Students are rewarded and recognised for academic progress, improved conduct, attendance and community contributions
- Rewards, repercussions and sanctions are clearly defined in school behaviour policies
- The principle of logical consequences is used to support students to understand the impact of their behaviour
- Sanctions are used as both a deterrent and consequence for behaviour
- Appropriate sanctions are applied consistently in line with the behaviour policy and reflect what students are taught in the curriculum
- Repercussions occur for every instance where the behaviour policy is not met by students
- Students are expected to comply with all staff requests and there are repercussions for not doing so

## What success looks like:

- Behaviour records show evidence of consistent use of rewards and appropriate sanctions and repercussions
- QA's and learning walks evidence consistency in the application of rewards and repercussions
- All GDCs are upheld

