

# Excel Learning Trust

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## Behaviour Policy Statement

Approved: April 2025

Version: 2.0

Review Timetable: 1 year

Renewal Date: April 2026

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### **1.0 Introduction**

- 1.1 Excel Learning Trust takes safeguarding and the welfare of its students very seriously. As such, the Trust has provided a written statement of general behaviour principles which take into account students' needs and attitude to learning and the needs of teaching and support staff.
- 1.2 These principles will act as a framework for schools when writing their behaviour policy.

### **2.0 Key priorities**

- 2.1 The purpose of the statement is to provide guidance to the Principal/Head of School in drawing up their individual Behaviour Policy so that it reflects the shared aspirations and beliefs of all stakeholders in Excel Learning Trust.
- 2.2 This is a statement of principles, not practice: it is the responsibility of the Principal/Head of School to write the school's Behaviour Policy, though the Principal/Head of School must take account of these principles when formulating this policy. The Principal/Head of School should also take account of the guidance in DfE: Behaviour in schools Advice for headteachers and school staff (February 2024).
- 2.3 With consideration of our duty of care to the students, this written statement and the policies that are influenced by it, apply to all students 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 Excel Learning Trust community off-site.
- 2.4 Each school's Behaviour Policy should be published on the school's website and distributed to all members of staff.

### **3.0 Principles**

#### **3.1 High standards of behaviour and attendance**

The Trust believe that high standards of behaviour and attendance:

- Lie at the heart of a successful school.
- Enable all of its students to make the best possible progress in all aspects of their educational life.
- That all staff should be able to teach and promote good learning without interruption.

It should be clear that behaviour should not jeopardise the health and safety of any member of the school community.

#### **3.2 The right to feel safe at all times**

All students, staff and visitors have the right to:

- Feel safe at all times,
- Learn,
- Be treated with respect,
- Work in a positive, welcoming school community.

There should be mutual respect between all members of the Trust community and the Behaviour Policy should help to foster this.

#### **3.3 Inclusivity**

Excel Learning Trust is an inclusive trust. All members of the Trust's 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.) Measures to protect pupils 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.

#### **3.4 Engaged Community**

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 school. All schools are encouraged to have an open door policy and positively promote welcoming all parents/carers into the school.

#### **3.5 School Rules**

Rules should be clearly stated in the Behaviour Policy. These should set out expected standards of behaviour and shared with and explained to all students. The Trust expects the rules to be consistently applied by all staff.

### 3.6 Recognition and/or Rewards

The emphasis will be on encouraging positive behaviour through;

- High expectations;
- The modelling of good behaviour;
- A focus on learning;
- Praise, recognition and rewards.

The Trust would like to see a wide range of recognition/rewards which are consistently and fairly applied in such a way as to encourage and recognise good behaviour in the classroom and elsewhere. These should be made clear in the Behaviour Policy.

### 3.7 Unacceptable/poor behaviour

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. Sanctions, when necessary, will enable the student to reflect on and learn from their behaviour and to make reparation wherever possible. The focus on positive behaviour, forgiveness and reconciliation will significantly reduce the need for exclusion, however, when making decisions the Principal/Head of School must balance the needs of the individual with those of the wider school community and where student behaviour places others at risk, the safety of the student body as a whole is paramount.

### 3.8 Power to use reasonable force or make physical contact

Given the overriding need to keep students and staff safe, the Principal /Head of School, or representative(s), will utilise their powers to search or use reasonable force in order to keep individuals from harming, or further harming, themselves or others.

Situations in which reasonable force may be used will be included in the policy documentation of the school. A definition of 'reasonable force' should be included, which should also explain how and when pupils may be restrained. The Trust expects appropriate staff to be trained in the use of reasonable force and restraint.

Policy should make clear the authority to search students for prohibited items and to confiscate where necessary. The Trust would expect the Principal/Head of School to inform the relevant authorities and personnel, including the Local Governing Board, when items prohibited by law, weapons, non-prescription drugs etc. are brought onto school premises.