



Corinium

Education Trust

Collaboration • Kindness • Courage • Innovation

Behaviour Statement

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1. Introduction

- 1.1. This overarching Behaviour Statement is designed to ensure consistency across the Corinium Education Trust (the Trust) and promote outstanding behaviour in all of our schools. It reflects our shared ethos in relation to our pupils' personal, social and moral development. It sets out to promote positive behaviour, keep everyone safe and deter anti-social behaviour.
- 1.2. It is a highly important aspect of young people's education and development that they learn to behave well towards others and towards the community in which they live. Good behaviour underpins effective learning, and children and young people need good personal and social skills in order to live fulfilling and rewarding lives as adults.
- 1.3. These values are underpinned by our statutory duties under the Equality Act 2010. We aim to meet our obligations under the Public Sector Equality Duty by having due regard to the need to:
 - eliminate discrimination and other conduct that is prohibited by the Equality Act 2010;
 - advance equality of opportunity between people who share a protected characteristic and people who do not share it;
 - foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it;
 - promote mental health and wellbeing.
- 1.4. One of our core Equality Objectives relates specifically to the culture and ethos we actively promote across the Trust. We aim to 'eliminate all forms of prejudice and discrimination and promote a culture of understanding, acceptance and positive action.'
- 1.5. Behaviour which, in any way, disrupts learning, is unacceptable in our schools, and, through the constant promotion of positive behaviour, we seek to minimise, if not eliminate any such behaviour.
- 1.6. This Behaviour Statement reflects the principles embedded within the latest version of the DfE Guidance 'Behaviour in schools, Advice for headteachers and school staff,' September 2022. It informs the 'behaviour for success' policies and procedures adopted in each of our schools.
- 1.7. Across the Trust we focus relentlessly on 'Behaviour for Success' and define this as the positive attitudes, conduct and approaches our pupils bring to their learning both inside and outside of the classroom and in their interactions with each other and adults at, or associated with, their schools, our multi-academy trust and the wider community.
- 1.8. We believe that, in order to facilitate effective teaching and learning, good behaviour must be demonstrated in all aspects of school life.
- 1.9. We endeavour to meet the needs of all children, including those with special education needs and those with social, emotional and mental health difficulties through individualised plans.
- 1.10. The Trust actively promotes:
 - a culture of praise and encouragement in which all pupils can achieve;
 - positive behaviour, self-discipline and proper regard for authority;
 - self-esteem and positive relationships based on mutual respect;
 - equality and fair treatment for all;
 - rewards for good behaviour;

- safe learning environments, free from disruption, violence, discrimination, bullying and any form of harassment;
- positive relationships with parents and pupils to enable early intervention;
- a collaborative approach which involves pupils and other stakeholders in the implementation of our behaviour policies and associated procedures.

1.11. In response to this overarching statement, each school within the Trust has its own 'Behaviour for Success' Policy. These are adapted to meet the needs of each setting and headteachers and local governing bodies are responsible for monitoring their impact.

1.12. All schools within the Trust follow our MAT-wide Exclusions Policy.

2. Aims

2.1. The Trust aims to help pupils in all of our schools become responsible and resilient citizens of good character with a thirst for knowledge and a love of learning.

2.2. It is our primary aim that every member of each school feels valued and respected, and that each person is treated fairly and well. The Trust is a caring community, the values of which are built on mutual trust and respect for all.

2.3. The Trust's Behaviour Statement is therefore intended to support all members of our learning community in learning and working together in a mutually beneficial way. It reflects our commitment to ensuring everyone feels safe, secure and able to thrive in and across our schools.

2.4. We expect every member of the Trust to behave in a considerate way towards others.

2.5. Our Behaviour Statement is not primarily concerned with rule enforcement: it is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn.

2.6. We aim to apply these principles within our individual 'Behaviour for Success' policies consistently.

3. Responsibilities

3.1. We are an inclusive multi-academy trust with high expectations of everyone in our learning community. In each of our schools, we expect;

- every pupil to be aware of our high expectations;
- every pupil to take responsibility for his/her own high standards of behaviour;
- every teacher to promote and reinforce high standards of behaviour in the classroom and within the school environment;
- all staff to take responsibility for and be consistent in their approach to managing behaviour and work within the framework of our Behaviour Statement and our schools' Behaviour for Success Policies.

- 3.2. All staff across the Trust have an important responsibility to model high standards of behaviour, both in their dealings with our pupils and with each other, as their example has an important influence on how pupils in their care behave. All members of staff should aim to:
- create a positive climate and environment with realistic expectations;
 - emphasise the importance of being valued as an individual within the group;
 - promote, through example, honesty and courtesy;
 - provide a caring and effective learning environment;
 - encourage relationships based on kindness, respect and understanding of the needs of others;
 - ensure fair treatment for all;
 - show appreciation of the efforts and contribution of all.
- 3.3. It is the responsibility of headteachers to:
- implement their own school's 'Behaviour for Success' policies consistently and in line with the principles enshrined in this MAT-wide Behaviour Statement;
 - report to the Trust Lead (CEO) and their local governing bodies, when requested, on the effectiveness of their policies and respond to any recommendations or new guidance;
 - Encourage and foster acceptable standards of behaviour, good personal relationships and a respect for the individual;
 - address promptly any breaches of good conduct and behaviour, using informal procedures where possible but implementing formal procedures where necessary;
 - share updates on behaviour in their schools with The Trust's Leadership Group as one of their fortnightly Key Performance Indicators;
 - ensure the health, safety and welfare of all young people in their schools.
- 3.4. It is the responsibility of all staff to familiarise themselves with the principles enshrined in the Trust's Behaviour Statement and comply with the detail in their school's Behaviour for Success policy and procedures in accordance with relevant professional standards. In particular all staff should:
- be punctual for lessons, ensure that pupils enter and leave the classroom in an orderly manner and display good classroom management;
 - establish a stimulating learning environment;
 - provide adequate supervision during lessons;
 - mark and return work promptly and regularly;
 - be courteous and polite to pupils and avoid the use of sarcasm or scathing praise, encourage and reward pupils wherever possible and consequently encourage appropriate behaviour rather than rely on negative sanctions;
 - make it obvious that each pupil is of equal importance and that praise, rewards and sanctions are used equitably;
 - seek further help and guidance from other members of staff and regard this as an appropriate strategy rather than an admission of failure;
 - develop positive relationships and recognise that through their own behaviour and manner they will demonstrate and encourage high standards
 - ensure that children and parents/carers are aware of their school's 'Behaviour for Success' policy and understand what is expected of them in terms of behaviour.

- 3.5. It is the responsibility of parents/carers to support their child's school in encouraging and fostering acceptable standards of behaviour, good personal relationships, respect for the property of the individual and of the school and a respect for one another.
- 3.6. We expect parents and carers to support the actions of their school. If parents and carers have any concerns about the way that their child has been treated, they should initially contact the school. If parents or carers wish to pursue the complaint, they should contact the school in accordance with the Trust's Concerns and Complaints Policy.

4. Monitoring

- 4.1. The Trust Lead (CEO) will monitor the impact of the principles enshrined within this Behaviour Statement with headteachers across the Trust through fortnightly Leadership Group meetings, the Trust's and schools' Key Performance Indicators and headteacher line management meetings.
- 4.2. The Trust's Board of Trustees has the responsibility for keeping this overarching Behaviour Statement under review to ensure it is relevant and fit for purpose.
- 4.3. The Trust's Standards Committee monitor the impact of our schools' Behaviour for Success Policies.
- 4.4. Our individual schools' 'Behaviour for Success' policies and procedures are routinely reviewed and updated by headteachers and monitored by their local governing bodies. They published on their school websites.

5. References

- 5.1. The behaviour statement has been created with due regard to all relevant legislation including, but not limited to, the following:
- Legislation
 - Children Act 1989
 - Sexual Offences Act 2003
 - Children Act 2004
 - Safeguarding Vulnerable Groups Act 2006
 - Equality Act 2010
 - The Education (School Teachers' Appraisal) (England) Regulations 2012 (as amended)
 - The General Data Protection Regulation (GDPR)
 - Data Protection Act 2018
 - Voyeurism (Offences) Act 2019

Statutory guidance

- DfE (2015) 'The Prevent duty'
- HM Government (2013) 'Multi-agency practice guidelines: Handling cases of forced marriage'
- DfE (2018) 'Working Together to Safeguard Children'
- DfE (2018) 'Disqualification under the Childcare Act 2006'
- DfE (2022) 'Keeping children safe in education'

Non-statutory guidance

- DfE (2015) 'What to do if you're worried a child is being abused'
- DfE (2017) 'Child sexual exploitation'
- DfE (2018) 'Information sharing'
- DfE (2018) 'Sexual violence and sexual harassment between children in schools and colleges'
- Home Office (2018) 'Criminal Exploitation of Children and Vulnerable Adults: County Lines Guidance.'

5.2. This Behaviour Statement and our individual schools' Behaviour for Success policies should be read in relation to all other Trust and school policies and with specific reference to:

- The Trust's
 - Equality, Equity, Diversity and Inclusion Policies (pupils and staff)
 - Exclusions Policy
 - Safeguarding Policy
 - SEND Statement
 - IT Acceptable Use Policy
- The individual school's
 - Anti-bullying Policies
 - Special Educational Needs Policy
 - Home/School Agreement.

Document History

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Approved by	Trustees
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Review date	Significant amendments	Made by	Next review
New	New Policy January 2020	CXH	February 2023
January 2023	Review by CET Leadership Team – principles checked against latest DFE guidance: 'Behaviour in schools, Advice for headteachers and school staff' September 2022 (1.2) and KCSIE 2022 (5.1) - still considered fit for purpose. guidance: Minor amendments made: Amended CEO to Trust Lead (CEO)	CXH	January 2026
January 2024	Moved to Annual Review. Reviewed by CET Leadership Group. Minor amendments made to presentation of bullet points. Checked against latest guidance and other MAT-wide policies, including Equality, Equity, Diversity and Inclusion and Safeguarding. Added explicit reference to the Equality Act 2010 (1.3, also added to list 5.1)) and the Trust's most relevant Equality Objective (1.4)	CXH	January 2025