GALILEO

MULTI ACADEMY TRUST

AMBITION, INCLUSION, INTEGRITY

Trust Statement of Behaviour Principles

Document Control			
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Owner	CEO	Approver	ESICC

Galileo Multi Academy Trust is committed to ensuring high behavioural standards for all pupils, and this statement sets out the broad values and principles with regard to behaviours that are expected and promoted. This statement has been approved by the Trust Board and reflects the Trust's ethos and belief that effective learning and development rely upon high standards of behaviour.

This statement has been drawn up in accordance with the Education and Inspections Act 2006, the Equality Act 2010, the Department for Education's *Behaviour in Schools: Advice for Headteachers and School Staff* (2024), and *Keeping Children Safe in Education* (current version).

The purpose of this Statement is to provide a framework for the Trust Executive Team and Headteachers when developing, implementing and reviewing school behaviour policies. These policies should reflect the shared aspirations and values of the Board of Trustees, staff, parents and pupils, whilst ensuring compliance with relevant legislation and statutory guidance.

These overarching behaviour principles should be read in conjunction with the following more detailed policies which dictate practice:

1. The School Behaviour Policy
2. Staff Code of Conduct
3. Parental Code of Conduct
4. Home School Agreement

Principles

The Trust's primary concern is the safety, wellbeing and education of all pupils; actions taken in cases of unwanted behaviour are with the intention of upholding their wellbeing and academic progress, as well as fulfilling our safeguarding responsibilities.

Behaviour and safeguarding are intrinsically linked. Schools will ensure that behaviour concerns are considered within the wider context of pupil welfare and that appropriate support, intervention and safeguarding measures are provided where necessary.

The schools in our Trust will create a calm and orderly environment to enable pupils to learn effectively.

The schools in our Trust prioritise inclusion and will ensure that all members of the school community are able to enjoy the activities of the school free from any discrimination. The schools will create and maintain an atmosphere and ethos of acceptance, equality, diversity, respect, understanding and kindness throughout the school community in everyday practice. The schools aim to foster a collective ethos amongst all members of the school community, and promote values of caring, empathy, teamwork and cooperation.

The Trust recognises that behaviour may be influenced by additional needs, vulnerabilities, adverse experiences, safeguarding concerns or special educational needs and disabilities (SEND). Schools will make reasonable adjustments and provide appropriate support where required.

The schools in our Trust endeavour to ensure that all pupils, staff and visitors always feel safe in the school environment through a high quality of care, support and guidance.

The Trust adopts a zero-tolerance approach to child-on-child abuse, including bullying, prejudice-based behaviour, sexual harassment, sexual violence, online abuse, coercive behaviour and harmful sexual behaviour.

All pupils have a right to fulfil their greatest academic and personal potential and feel they are valued members of the school community, and should be free from bullying, discrimination and distracting peer behaviour.

The schools in our Trust ensure that rules are consistently applied across each school and where sanctions are exercised, they are in line with the school's Behaviour Policy and are taken seriously.

The schools in our Trust offer comprehensive support to pupils displaying problematic behaviour before and/or alongside disciplinary measures, taking account of pupils' individual circumstances, including SEND, safeguarding needs, vulnerabilities and home circumstances.

Any kind of violence, threatening behaviour or abuse between pupils, or by members of the school community towards the school's staff, will not be tolerated. If a parent does not conduct themselves properly, the school reserves the right to ban them from the school premises and, if the parent continues to cause disturbance, they may be liable to prosecution.

Schools will ensure that any use of reasonable force or positive handling is lawful, proportionate, necessary and recorded in accordance with Trust policy and statutory guidance.

The schools in our Trust uphold clear and effective policies with clearly defined consequences for unwanted behaviour that are applied consistently and fairly by all staff.

General expectations

The schools in our Trust have high expectations for pupils' behaviour and conduct. These expectations are commonly understood and applied consistently and fairly. Schools set clear routines and expectations for the behaviour of pupils across all aspects of school life, not just in the classroom.

Behaviour expectations will be explicitly taught, modelled and reinforced so that pupils understand what is expected of them in all aspects of school life.

The schools in our Trust make behavioural expectations and the related policies clear and accessible to members of the school community, and ensure the community understands that they are fair and reasonable.

These will be made readily available to read and general expectations will be displayed in classrooms and around the school. Schools place emphasis on encouraging and recognising good behaviour and supporting individuals who are struggling to meet the expected behavioural standards. Each pupil receives the necessary behavioural support according to their specific needs.

Pastoral support is a priority in every Trust school, pupil and staff wellbeing is at the forefront of policy and practice. Effective pastoral care helps children to make positive choices, become resilient and live their school values. Staff are trained to identify and support children when they face challenges and know when and how to seek additional or specialist provision.

Staff recognise that changes in behaviour can be indicators of unmet need, mental health difficulties or safeguarding concerns and will respond accordingly.

Positive relationships between pupils, staff and families are central to maintaining high standards of behaviour, wellbeing and achievement.

The schools in our Trust do not tolerate offensive or insulting language in any circumstances and expect polite and considerate behaviour to be maintained by all. Bullying, discrimination, sexual harassment, sexual violence, harmful sexual behaviour, abuse and intimidation are not tolerated, whether occurring face-to-face, online or through social media platforms.

The Trust expects pupils to demonstrate positive and respectful behaviour online. Behaviour occurring outside school, including online activity, may be addressed where it affects the safety, wellbeing or education of pupils, staff or the wider school community.

Pupils are encouraged to report any case of bullying they experience or observe to school staff, and wherever such behaviour occurs it will be dealt with quickly, consistently and effectively.

The schools in our Trust support pupils to play a highly positive role in creating an environment in which commonalities are identified and celebrated, difference is valued and nurtured, and bullying, harassment and violence are never tolerated. All pupils are taught to actively support the wellbeing of other pupils.

All pupils are expected to behave consistently well, demonstrating high levels of self-control and consistently positive attitudes to their education.

The Trust promotes high standards of attendance and punctuality, recognising the importance of regular attendance in securing positive educational outcomes.

Staff lead by example and model their conduct in line with the school's standards. This statement, and the policies informed by it, applies to all pupils and staff and supports the creation of a culture of respect, responsibility, inclusion, safety and high expectations both within and beyond the school environment.