

The St. Bart's Academy Trust Behaviour Principles Statement

St. Bart's Mission

Our moral purpose is to provide the best education and curriculum in all our academies, enabling every child to realise their full potential.

St. Bart's Vision and Values

Releasing Potential together through



We have a **Passion** for releasing potential in all our children and staff through the **Encouragement** and development of **Ambition**, aspiration and excellence in all aspects of our work. Our commitment is to place children at the centre of everything we do. Working in **Collaboration**, we strive to provide the highest quality of educational experiences and outcomes for young people in an inclusive environment. Through the **Enjoyment** of learning, we live life together in all its fullness through **PEACE**.

We believe this vision empowers children with the skills to make a positive impact on the future of the communities they serve.

Our Trust Christian ethos is also captured by the **PEACE** values and all schools work in close partnership (whether C of E or community) to ensure that all children, adults and the communities they serve flourish just as Jesus encouraged us to do in John 10:10 –

“I have come that they may have life, and have it to the full.”

St Bart's 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 in all our academies. This statement has been approved by the CEO and the Trust Board believing it accurately reflects the Trust's ethos and that effective learning and development relies on good standards of behaviour.

Actual, practical applications of these principles are the responsibility of the Principal in each academy, who will view each case in light of these principles and any relevant policies.

Principles

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

Each academy will create a calm and orderly environment to enable pupils to learn effectively. Each academy prioritises inclusion, and will ensure that all members of the academy community are able to enjoy the activities of the academy free from any discrimination. Each academy will create and maintain an atmosphere and ethos of acceptance, equality, diversity, respect, understanding and kindness throughout the academy community in everyday practice. Each academy aims to foster a collective ethos amongst all members of the academy community, and promote values of caring, empathy, teamwork and coordination.

Each academy endeavours to ensure that all pupils, staff and visitors feel safe in the environment at all times through a high quality of care, support and guidance.

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

Each academy ensures that rules that reflect and are consistent with the messages taught across the curriculum, are consistently applied across the academy and where sanctions are exercised, they are in line with the academy's **Behaviour Policy** and are taken seriously. Good behaviour is acknowledged and rewarded at the discretion of all staff, who will judge appropriately.

Each academy offers comprehensive support to pupils displaying challenging behaviour, before and/or alongside disciplinary measures taking into account pupils' home circumstances and any SEND.

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

Guidance on the use of physical intervention will be agreed upon by the principal and the LGC, and clearly set out within the academy's **Behaviour Policy** and the Trust **Physical Intervention Policy**.

Each academy upholds clear and effective policies with clearly defined consequences for poor behaviour that are applied consistently and fairly by all staff.

General expectations

Each academy has high expectation for pupils' behaviour and conduct. These expectations are commonly understood and applied consistently and fairly. The academy sets clear routines and expectations for the behaviour of pupils across all aspects of academy life, not just in the classroom.

Each academy makes behavioural expectations and the related policies clear and accessible to members of the academy community, and ensures the community agrees they are fair and reasonable. These will be made readily available to read and general expectations will be displayed in classrooms and around the academy.

The academy's emphasis is on encouraging and praising 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.

Each academy creates a positive and respectful culture in which staff know and care about pupils.

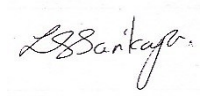
Academies do not tolerate offensive or insulting language in any circumstances, and expects polite and considerate behaviour to be maintained by all. Bullying, discrimination, sexual harassment, sexual abuse and sexual violence are not tolerated, online or offline. Pupils are encouraged to report any case of bullying they experience or observe to staff, and wherever such behaviour occurs it will be dealt with quickly, consistently and effectively.

Each academy supports 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.

Pupils are held to high standards of attendance. Academies will take swift, appropriate and action to ensure that problems of lateness and absence are handled effectively.

Staff lead by example and model their conduct in line with the academy's standards. This statement, and the policies that are influenced by it, applies to all pupils and staff inside and outside of academy.



Lisa Sarikaya
Chief Executive Officer
SBMAT Board of Trustees Chief Executive Officer

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