



GFM Statement of Behaviour Principles

- *To be read in conjunction with individual school Behaviour Policies*

Approved by:	GFM Board	Date:	22 January 2024
Maintained by:	GFM Executive	Next review due:	January 2025

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Intent

We value, respect and celebrate behaviours that enable all to be happy, to learn and to be treated fairly and respectfully. We expect adult behaviours to model the GFM Way; kindness, care and high challenge, and place high value on mutually respectful, supportive relationships. We work in partnership as a staff, with students and families to advocate positive behaviours. We challenge and address behaviours that compromise these values. We emphasise the value of restorative conversations, relationships, and reflection to support behaviour modification. We endeavour to work as a staff in partnership, with students and families to challenge and address behaviours that compromise our ethos.

Aims

These principles aim to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-trust approach to maintaining high standards of behaviour that reflect the values of the trust
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all pupils
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

Legislation, statutory requirements and statutory guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools: advice for headteachers and school staff, 2016](#)
- [Behaviour in schools: advice for headteachers and school staff 2022](#)
- [Searching, screening and confiscation at school 2018](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Exclusion from maintained schools, academies and pupil referral units in England 2017](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#).

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In addition, this policy is based on:

- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy

This policy complies with our funding agreement and articles of association.

Defining behaviour for the GFM

Good behaviour in the GFM is defined as:



These principles underpin the high expectations we have for the way we treat each other and conduct ourselves. We value, respect and celebrate behaviours that enable all to be happy, to learn and to be treated fairly and respectfully. We expect adult behaviours to model The GFM Way; kindness, care and high challenge, and place high value on mutually respectful, supportive relationships. We work in partnership as a staff, with pupils and families to advocate positive behaviours. We challenge and address behaviours that compromise these values. We emphasise the value of restorative conversations, relationships, and reflection to support behaviour modification. We endeavour to work as a staff in partnership, with pupils and families to challenge and address behaviours that compromise our ethos.

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Misbehaviour is defined as anything that directly conflicts with The GFM Way and may include:

- Disruption to the learning in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or home learning
- Poor attitude
- Incorrect uniform
- Unkindness
- Disruption to the safe and efficient running of the schools

Serious misbehaviour is defined as:

- Repeatedly disrupting the learning of others
- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour like interfering with clothes
 - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited/ illegal items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Vapes/electronic cigarettes
 - Fireworks
 - Pornographic images
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

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Bullying

Bullying is defined as ‘the repetitive negative behaviour that is intended to make others feel upset, uncomfortable or unsafe’.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against
- Often involves an imbalance of power

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another’s belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> ● Racial ● Faith-based ● Gendered (sexist) ● Homophobic/biphobic ● Transphobic ● Disability-based 	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Anti-Bullying

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy.

Any incident of bullying would be dealt with swiftly using the school Behaviour Policy. Our addressing child-on-child abuse initiative seeks to recognise the difference between acts of unkindness, banter and bullying. This is achieved by asking staff, when dealing with these situations, to follow up with a written record of the incident. This allows for the pastoral and safeguarding team to have an oversight of the behaviours and can identify patterns of behaviour that can be a 'one off', or appear targeted and repetitive by either the perpetrator or the victim. This helps us distinguish between what is bullying, banter and unkindness and most importantly allows us to support those pupils who most need support whilst dealing with those whose behaviours need to be challenged.

Roles and responsibilities across the trust

Teachers and Support staff

We expect teachers and support staff to manage behaviour effectively to ensure a good and safe learning environment and to:

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school sites, in accordance with the Trust's behaviour policy;
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly;
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them;
- communicating the Trust's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils;
- modelling expected behaviour and positive relationships;
- vigilant when identifying signs of changes in behaviour and seeking support from colleagues to identify patterns of behaviour;
- providing a personalised approach to the specific behavioural needs of particular pupils, working alongside the GFM inclusion team following internal procedures;
- considering their own behaviour on the Trust's culture and how they can uphold The GFM Way;
- recording behaviour incidents promptly on Arbor;
- challenging pupils to meet the Trust's expectations;

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- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary;
- to complete restorative work with pupils who have not met the GFM way;
- phone call to parents to discuss positives and areas of concern.
- Completing duties and have a visible presence around the school - capturing successes and supporting with the implementation of sanctions

Tutor/Class Teacher

- Tutors/class teachers are the first point of contact for most parents and carers and they are a daily presence in the lives of their learners. Their capacity to exert a positive influence on the behaviour of their learners is significant.
- Young people who have a sense of belonging in their school and their tutor/class group are more likely to feel like active participants in the community- diminishing their risk of exclusion or other negative outcomes.
- Create and sustain a learning environment that is friendly, inclusive and kind- where each child knows that they are a valued member of the school community.
- Tutors/class teachers monitor their learner's uniform, punctuality and phone use liaising with home to help remove obstacles that may make it more difficult for their learners to meet expectations in these areas.
- Tutors liaise with teaching staff to share insight into the contextual factors that may impact the behaviour and progress of learners so that all young people can meet behavioural expectations in the classroom and around the site.
- Establish and maintain relationships with home being the person that parents can talk to if something happens which they feel may affect their child's behaviour.
- Monitor sanctions and incidents involving their learners so that they are able to play an active role as advocates for their learners or hold their learners accountable as appropriate.
- Tutors / class teachers should raise concerns if the behaviour of one of their learners changes without explanation or if they are concerned that their intervention has not had the desired impact.
- Tutors/ class teachers should set sanctions for behaviours which take place during tutor time- such as lateness to tutor or disruption.

Heads of Department (Secondary only)

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We expect Heads of Department to provide leadership and direction, supporting both teachers and pupils in securing an effective learning environment built around quality teaching and positive behaviour for learning. In addition, we expect Heads of Department to:

- support subject teachers in promoting good and courteous behaviour, providing support and advice where necessary;
- have high expectations of behaviour across all lessons in their subject area, and establishing and embedding these expectations through a range of strategies, using praise, sanctions and rewards consistently and fairly;
- secure high standards of positive behaviour for learning through guiding, supporting and motivating all teachers and classroom staff within their subject area to develop a 'toolkit' of strategies appropriate for their subject area;
- model effective behaviour management and de-escalation skills, and hold teachers and classroom staff to account for these aspects of their practice;
- address challenges to this, supporting colleagues in the subject area whenever necessary.

Year Office (Secondary only)

The Year Office plays a key role in fully understanding the pupils within their Year Group and how the behaviour policy supports positive engagement in learning and excellent progress. The role of the Year Office includes:

- monitoring, analysing and understanding the behaviour of the pupils in their Year Group and the impact this has on individuals and the wider Year Group; metrics include Arbor Reward and Negative Points, Attendance, Punctuality, Sanction Statistics;
- Oversee their tutor team, supporting them to support their learners;
- Designing and implementing inputs which support their year group to develop pro-social behaviours- taking a strategic view of what may be important for the needs of the young people in their care.
- Oversight of tutor's communication with parents & carers to facilitate positive lines of trust and support for all young people;
- liaising with class teachers to provide guidance and understanding of pupil adjustments and needs;
- recognising positive behaviour choices who reward both individually and through assembly.
- coordinating and issuing sanctions in line with the policy as appropriate, ensuring adherence to admin and communication;
- liaising with internal support and external agencies to facilitate additional support where necessary; including but not limited to the Inclusion Team, Children & Families Team at SGL, Children's Services, CAMHs, Police, School Nursing Team.

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School Leaders

All GFM School Leaders are expected to support the implementation and monitoring of the impact of this policy. School Leaders are responsible for:

- supporting colleagues through the consistent application of the policy and the expectations within it;
- working closely with individual colleagues, pupils and parents as appropriate to implement support plans;
- completing duties and have a visible presence around the school - capturing successes and supporting with the implementation of sanctions.

The School Leadership team will be highly visible, routinely engaging with pupils, parents and staff to enable a culture where everyone feels safe and supported.

Executive Headteachers

The Executive Headteachers are responsible for:

- reviewing and approving this behaviour policy;
- ensuring that the school environment encourages positive behaviour;
- ensuring that staff deal effectively with poor behaviour;
- monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils;
- ensuring that all staff understand the behavioural expectations and the importance of maintaining them;
- providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully;
- offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy;
- ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary;
- ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13.1).

Admin team

The admin team ensures that parents and carers are communicated with and processes information including letters, ensuring that they are recorded and stored centrally. The role includes:

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- producing letters to inform parents of sanctions and next steps;
- ensuring our management information system is keep up to date;
- supporting the process of evidence collation and presenting data;
- notifying the Local Authority of Fixed term and permanent exclusions.

Governance

The Board of Trustees is responsible for monitoring this behaviour policy's effectiveness and holding the Executive Headteachers to account for its implementation.

The Local Governing Body Committees (LGBC) are responsible for monitoring the effectiveness of the policy in practice and holding the Executive Headteachers to account for its implementation.

Parents and carers

Parents and carers, where possible, should:

- get to know the school's behaviour policy and reinforce it at home where appropriate;
- support their child in adhering to the school's behaviour policy;
- inform the school of any changes in circumstances that may affect their child's behaviour;
- discuss any behavioural concerns with the class teacher promptly;
- take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions);
- raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school;
- take part in the life of the school and its culture.

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy. Working in collaboration with parents to tackle behavioural issues is key to achieving the best outcomes for young people. We expect parents and carers to support the school's actions to improve behaviour.

Pupils

Pupils will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The trust's key rules and routines
- The rewards they can earn for meeting our behaviour expectations, and the consequences they will face if they don't meet the standard
- The pastoral support that is available to them to help them meet the behavioural standards

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- Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.
- Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.
- Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.
- Extra support and induction will be provided for pupils who are mid-phase arrivals.