

Behaviour: Statement of Principles, Ironstone Academy Trust

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CEO

Section 1: Context

1. This statement has been drawn up in accordance with the Education and Inspections Act, 2006, and DfE guidance (Behaviour in Schools Feb 2024, Restrictive interventions April 2026).
2. The purpose of the Statement is to provide guidance for the Chief Executive And Senior Executive Management Team in supporting Head teachers in drawing up their individual school's Behaviour Policies so that they reflect the shared aspirations and beliefs of the Board of Trustees, staff and parents for the pupils in the trust as well as taking full account of law and guidance on behaviour matters. It is intended to help all staff to be aware of and understand the extent of their powers in respect of discipline and sanctions and how to use them. Staff should be confident that they have the Board of Trustees support when following this guidance.
3. This is a statement of principles, not practice: it is the responsibility of the Headteacher/ Executive Headteacher to draw up the school's behaviour policy, though they must take account of these principles when formulating this. The Headteacher/ Executive Headteacher is also asked to take account of the guidance in DfE publication Behaviour and Discipline in Trusts: a guide for Chief Executives and trust staff.
4. The School Behaviour Policy must be publicised, in writing, to staff, parents/carers and pupils at least once a year.

Section 2: Principles

5. The Board of Trustees of Ironstone Academy Trust strongly believe that high standards of behaviour lie at the heart of a successful school that enables (a) all its pupils to make the best possible progress in all aspects of their school life and work and (b) all staff to be able to teach and promote good learning without undue interruption or harassment.

6. All pupils and staff have the right to feel safe at all times whilst in school. There should be mutual respect between staff and pupils and between pupils. All visitors to trust s schools should feel safe and free from the effects of poor behaviour at all times and in all parts of the trust.

7. Ironstone Academy Trust has the core values of;

Inclusive,

Resilient,

Open,

Nurturing,

and is an inclusive trust. All members of the trust community should be free from discrimination of any sort (as laid down in the Equality Act, 2010). To this end the trust will ensure there is a clear and comprehensive Anti-bullying Policy that is known and understood by all, consistently applied and monitored for its effectiveness. 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.

8. The trusts legal duties under the Equality Act, 2010 in respect of safeguarding, pupils with Special Educational Needs and all vulnerable pupils should be set out in the School Behaviour Policy and made known to all staff. Parents/carers should be encouraged and helped to support their children's education, just as the pupils should be helped to understand their responsibilities during their time within a school, in the local community and in preparation for their life after leaving the school.

The responsibilities of pupils, parents/carers and school staff with respect to pupils' behaviour must be outlined in the 'Home – School Agreement' which pupils and parents/carers must be asked to sign when a pupil joins a school within the trust.

9. The school rules should be clearly stated in the School Behaviour Policy. These should set out expected standards of behaviour, should be displayed in all classrooms and other, relevant parts of the school and shared with and explained to all pupils. The Board of Trustees expect the rules to be consistently applied by all staff and regularly monitored for their effectiveness.

10. The Board of Trustees would like to see a wide range of rewards consistently and fairly applied in such a way as to encourage and reward good behaviour in the classroom and elsewhere. These should be made clear in the School Behaviour Policy and regularly monitored for their consistent, fair application and effectiveness.

11. Sanctions for unacceptable/poor behaviour should be known and understood by all staff and pupils and consistently applied. The full range of sanctions should be clearly described in the School Behaviour Policy so that pupils, staff and parents can understand how and when these are applied. The Board of Trustees strongly feel that suspensions must be used only as a very last resort. 'Unofficial' suspensions are illegal and so must be avoided. The Head of School/Headteacher/Executive Headteacher may inform the police, as appropriate, if there is evidence of a criminal act or if he fears that one may take place. Sanctions should be monitored for their proper use and effective impact.