

Principle for School Behaviour Policies

Every child matters and no child is ever left behind..."

"Let the little children come to me, and do not stop them;
for it is to such as these that the kingdom of God belongs."
Luke 18:15-17

Vision Statement

“Every child matters and no child is ever left behind”

Let the children come to me, and do not stop them; for it is to such as these that the kingdom of God belongs.

Luke +

At the DNDLT we believe everyone in our Trust is a child of God, adults and children alike. Every individual and every school matters, all are valued and celebrated, and no one should be left behind.

As a Diocesan Trust of the Dioceses of Newcastle and Durham we are here to serve children, and schools of all faiths and none. We welcome both Church of England and Community Schools to join us to serve our communities in the North East of England as part of our Trust family whilst remaining unique and distinct within their local context.

The Durham and Newcastle Diocesan Learning Trust is a place where we strive for the best outcomes for our children and staff. We work hard to achieve equity and flourishing for everyone. We want our staff and children to feel valued and celebrated given the opportunity to innovate and reach their full potential. We want our schools to be at the heart of their communities serving them in the way they know best, knowing they will be supported, encouraged and affirmed by a dedicated and specialist team.

Principles for Behaviour Policy

These are statements of principles, not practice. Practical applications of these principles are the responsibility of each head teacher within the DNDLT. These principles are intended as guidance as to what the DNDLT would expect to see in each school's unique behaviour policy. The DNDLT board recognise that each school works within a different context and community and will have different approaches to behaviour dependent on that whilst working within these wider principles.

The DNDLT board is required to ensure that a written policy to promote good behaviour among pupils is drawn up and effectively implemented by the head teacher overseen by the Local Academy Council. The policy must set out the disciplinary sanctions to be adopted if a pupil misbehaves. The DNDLT board is also required to ensure that an effective anti-bullying strategy is drawn up and implemented (this may be part of the school's behaviour policy). Information about the school's behaviour policy must be made available to parents on request.

Potential Contents for Behaviour Policy

It is vital that the behaviour policy is clear, that it is well understood by staff, parents and pupils, and that it is consistently applied. It should include the following areas:

- **purpose** – including the underlying objectives of the policy, and how it creates a safe environment in which all pupils can learn and reach their full potential;

- **leadership and management** – including the role of designated staff and leaders, any systems used, the resources allocated and engagement of governors/trustees;
- **school systems and social norms** – including rules, routines, and consequence systems;
- **staff induction, development and support** – including regular training for staff on behaviour;
- **pupil transition** – including induction and re-induction into behaviour systems, rules, and routines;
- **pupil support** – including the roles and responsibilities of designated staff and the support provided to pupils with additional needs where those needs might affect behaviour;
- **child-on-child abuse** – including measures to prevent child-on-child abuse and the response to incidents of such abuse; and
- **banned items** – a list of items which are banned by the school and for which a search can be made.
- **mobile phones** – a clear approach prohibiting the use of mobile phones in school throughout the school day.

The behaviour policy should acknowledge the school's legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs (SEN).

The behaviour policy should be developed in line with the DfE's guidance 'Behaviour and discipline in schools - Advice for headteachers and school staff' February 2024

All school policies should include the following principles. It should be:

- accessible and easily understood: clear and easily understood by pupils, staff and parents;
- aligned and coherent: aligned to other key policy documents;
- inclusive: consider the needs of all pupils and staff, so all members of the school community can feel safe and that they belong;
- consistent and detailed: have sufficient detail to ensure meaningful and consistent implementation by all members; and
- supportive: address how pupils will be supported to meet high standards of behaviour.

Principles for all DNDLT School Behaviour Policies:

- Every pupil understands they have the right to feel safe, valued and respected, as a child of God, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination and harassment, including all forms of sexual harassment and abuse
- All adults in school set an excellent example to pupils at all times

- Approaches and strategies used to manage behaviour are based on forgiveness and reconciliation
- Rewards, sanctions, reasonable force and guidance are used consistently by all staff, in line with the behaviour policy
- The behaviour policy is understood by all pupils, parents and staff and promotes good behaviour, self-discipline and respect
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Positive behaviours and attitudes towards learning are promoted in the curriculum and modelled by staff
- Pupils are helped to take responsibility for their actions within school and the wider community
- Families are involved in behaviour incidents to foster good relationships between schools and pupils' home life

Impact of policies should include:

- Leaders and staff have established a culture that is highly conducive to learning, in which pupils of all ages flourish. Leaders respond to the school's and pupils' changing circumstances and needs swiftly and skilfully.
- Leaders and staff have an informed and accurate understanding of matters related to attendance, behaviour and attitudes. They establish effective strategies to tackle any issues.
- Leaders establish high expectations for all pupils about behaviour, built on positive relationships, and on rules and routines that staff and pupils generally understand.
- Leaders ensure that staff maintain and reinforce the same high expectations, acting as role models and teaching positive behaviour.
- Leaders and staff generally apply agreed rules and sanctions effectively. Suspension and permanent exclusion are used appropriately.
- Leaders and staff usually ensure that incidents of bullying, unlawful discrimination, harassment, victimisation, physical and/or sexual violence and derogatory language are dealt with quickly and effectively.
- Pupils show self-discipline and dedication to their learning. They learn how to manage their own emotions and resolve conflict with others. They consistently show high levels of respect for others and rarely need to be reminded about positive behaviour. Older pupils' behaviour, including consideration for others, sets an excellent example.

- Any reasonable adjustments or adaptations to attendance and/or behaviour strategies are timely and appropriate, including for disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who face barriers to their learning and/or well-being, such as young carers. Any interventions are timely, well-chosen and targeted. Tailored and responsive reasonable adjustments and adaptations, interventions and/or support for pupils who need help to improve their behaviour have a demonstrable impact.
- *Exceptional standards of attendance and behaviour have been sustained over time so that there is a highly inclusive culture in which all pupils feel that they belong. Pupils who need it receive exceptional and tailored support from highly skilled staff to improve their attendance and behaviour, with perceptible results.*
- *Leaders' actions have a transformational impact on how well disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or well-being achieve and flourish across all areas of school life.*

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