Behaviour Principles Statement for The Tapscott Learning Trust

Introduction

All schools within the Tapscott Learning Trust are expected to follow the behaviour principles written statement. Each school has a behaviour policy, anti-bullying policy and school exclusion policy*, which are reviewed annually and in line with Trust principles.

The behaviour policy and anti-bullying policies are statutory. These principles are written to support schools in the development of their policies in regard to behaviour and to ensure that our schools are able to create policies that reflect their schools and community. However, should there be breaches to the principles the Trust may enforce our model policy.

The school's anti-bullying procedures can be included with the behaviour policy or a separate policy.

The Trustees also emphasise that violence or threatening behaviour will not be tolerated in any circumstances.

The Principles

In general, the policy adheres to the following: -

- Policy must be in line with the agreed principles of the Trust's Vision, Values and Aims and must promote partnership, respect and good manners
- School rules must be outlined in the behaviour in schools policy, and a focus on positive behaviour
- Guidance is clear,and that it is well understood by staff, parents and pupils, and that it is consistently applied (See Appendix A)
- Policy must follow the most up-to-date DfE Guidance
- Every pupil understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour in schools policy
- Should include measures to prevent bullying, including cyber-bullying, and prejudice-based and discriminatory bullying.
- Pupils are helped to take responsibility for their actions
- Families and carers are involved in the handling of behaviour incidents to foster good relationships between the school and pupils' home life

Each school will be responsible for ensuring that its policy continues to provide clear guidance and advice to the Head Teacher and especially in regard to: -

- Screening and searching pupils
- The power to use reasonable force and other physical contact
- The power to discipline beyond the school gate
- Pastoral care for staff accused of misconduct
- When a multi-agency assessment should be considered for the display of continuous disruptive behaviour.

The 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): -

- Each policy should be clear as to the rewards and sanctions
- Clear support for children at risk of exclusion
- The roles of the adults within the school
- Exclusion information
- Links to other policies and Legal statutory documents

PRICE

The Trust aims to support schools and staff with behaviour in schools, in particular the use of force, by providing PRICE training. Each school has a member of staff involved in delivering training to ensure that the school has access to onsite expertise. Every member of child-facing staff has access to PRICE training and a high ratio of trained staff is ensured via a rolling program delivered by Train Tapscott, the Trust's training hub.

The behaviour principles will be reviewed every 3 years by the Safeguarding, Standards and Curriculum Committee. The Tapscott Learning Trust

Autumn 2026

The following amendment was made in January 2026 to ensure compliance with the Academy Trust Handbook

Exclusions Statement
The Tapscott Learning Trust Exclusions Protocol
At The Tapscott Learning Trust, we are committed to ensuring a safe, supportive, and inclusive learning environment for all pupils. In managing suspensions and permanent exclusions, we strictly adhere to the exclusion protocols and procedures set out by our local authority. These protocols ensure that all exclusion decisions are fair, consistent, and compliant with statutory guidance, including the Department for Education's guidance on suspensions and permanent exclusions.
All exclusions are handled in line with local authority procedures, including the notification of parents/carers, governors, and relevant agencies, and the arrangement of review meetings and appeals as required.
For further details about our approach to exclusions, or to access the full local authority exclusions protocol, please contact the school office.

The following amendment was made in October 2026 to ensure compliance with the Academy Trust Handbook

Team Teach training was changed to PRICE training.

Appendix A

This checklist is designed to help you write and review your behaviour policy. It's based on Department for Education advice, as well as advice from The Crisis Prevention Institute, an education training provider specialising in behaviour management.

Statutory requirements are indicated in **bold**. Please note that the checklist is not intended to be exhaustive

WHAT TO COVER	TIPS
☐ **A maintained school's behaviour policy must set out measures that regulate pupils' conduct, and which aim to:** **Promote good behaviour, self-discipline, respect and regard for authority** **Set an acceptable standard of behaviour** **Prevent bullying** **Ensure that pupils complete assigned work** ☐ **It must also take into account the governing board's statement of behaviour principles.**	The DfE says that a maintained school's behaviour policy must have regard to the governing board's guidance on issues such as: Screening and searching pupils The use of reasonable force and other physical contact Disciplining pupils beyond the school gate When to work with other local agencies to assess the needs of pupils who display continuous disruptive behaviour Pastoral care for staff accused of misconduct
☐ **An academy's behaviour policy must:** **Promote good behaviour** **Set out the disciplinary sanctions to be used when a pupil misbehaves** ☐ **Academies must also have a written anti-bullying strategy.**	Keeping Children Safe in Education (2023) states that the behaviour policy should include measures to prevent bullying, including cyber-bullying, and prejudice-based and discriminatory bullying.
☐ The policy's aims	Explain the underlying objectives of the policy Set out how it creates a safe environment in which all pupils can learn and reach their full potential
☐ Roles and responsibilities of staff and governors	Set out the roles and responsibilities of the governing board, headteacher and senior leadership team (SLT) in promoting good behaviour and supporting colleagues to implement the policy

☐	Guidance for staff on responding to behaviour	Outline the responsibilities of class teachers, and set out the measures they can use to promote good behaviour and respond to misbehaviour Set out how good behaviour should be promoted and modelled by staff You may wish to include a classroom behaviour plan or a 1-page policy summary for staff to use

☐ Resources and systems	Outline what resources your staff will have allocated to them to manage behaviour Include details of how staff will use any behaviour units, isolation rooms or areas set aside for behaviour interventions, and staffing requirements for these
☐ The school behaviour curriculum	Define the expected behaviours in school, instead of only listing prohibited behaviours Focus on what successful behaviour looks like, and set out pupils' key habits and routines clearly This section could also cover the key routines that teach pupils behavioural norms Explain how you will deal with behaviour incidents that occur outside school
☐ Rewards and sanctions	Set out the rewards that are used to recognise good behaviour (for example: verbal praise, communicating praise to parents, giving positions of responsibility) and the sanctions that will be used in instances of poor behaviour (for example: confiscation, detention, suspension, permanent exclusion) Reiterate that routines and sanctions can be adjusted to suit the needs of pupils with SEND or additional needs
☐ Staff induction, development and support	Include information about: Regular staff training on behaviour management How staff can access support to improve their practice
☐ Pupil transition	Set out: Strategies for inducting pupils into the behaviour system between years and Key Stages The support offered to pupils with specific needs during these periods Strategies for re-inducting pupils who have been absent into the behaviour system
☐ Pupil support	Explain what school-based support is available to pupils. This could include peer mentoring or behaviour interventions
☐ Child-on-child abuse	Set out the measures you have in place to prevent child-on- child abuse Explain how you will respond to incidents of child-on-child abuse
☐ Banned items	Include a list of items which are banned by the school and for which a search can be made, and the circumstances under which a search can be made, and by whom Banned items include the list in the guidance (linked above) and any other items the headteacher feels would be detrimental to maintaining high standards of behaviour

☐ Mobile phones	Include your approach to banning pupils' use of mobile phones and similar devices during the school day This can also/instead be included in a separate mobile phone policy

☐ Searches	• Set out what staff will do in the case of searches and strip searches of pupils • Include information about who can conduct what kind of searches, the school's role to safeguard the welfare of pupils, who will be present during searches, the role of the appropriate adult, and what support will be offered to a pupil after a search
☐ Liaison with parents/carers and other agencies	Set out how you will work with parents/carers to address poor behaviour and recognise good behaviour Include information about other organisations you will work with to tackle behaviour issues, and when and how these organisations will be used
☐ Malicious allegations	Explain what action will be taken against pupils who are found to have made malicious allegations against school staff or other pupils This section may also cover how the school will support a pupil who has made a malicious allegation, in terms of safeguarding and mental health support
☐ Legal duties	Acknowledge your legal duties under the Equality Act 2010, and in terms of safeguarding and supporting pupils with special educational needs (SEN) Recognise that some pupils require a more sensitive and differentiated approach Make sure your behaviour policy doesn't unintentionally discriminate against certain groups. For example, keep a record of behaviour incidents and look for patterns, so you can make sure 1 particular group isn't more affected by the policy than other groups