



WRITTEN STATEMENT OF BEHAVIOUR PRINCIPLES

Tees Valley Education Trust

Version:	2.0
Next review date:	December 2025
Directorial lead:	Emma Lowe
Operational lead:	Jennifer Duncan
Document reviewer:	Ann Titchener
Statutory (Y/N):	Y
Published on website (Y/N):	Y
Type of document:	Policy

Contents

Written statement of behaviour principles.....	3
Principles	3

Written statement of behaviour principles

Rationale and response:

- This statement was written and approved by the board of trustees. It is a Trust document and will be reviewed at least annually by the Trust Directors, in line with the Department for Education guidance, and in line with each academy behaviour policy.
- This statement has been drawn up in accordance with the Education and Inspections Act, 2006, and DfE guidance Behaviour in schools, July 2022.
- The purpose of this statement is to provide guidance for the headteacher in drawing up the academy's behaviour policy so that it reflects the shared aspirations and beliefs of the trustees, staff and parents for the pupils in the school as well as taking full account of law and guidance on behaviour matters. It is intended to help all school staff to be aware of and understand the extent of their powers in respect of discipline and sanctions and how to use them.
- Each academy behaviour policy is publicised to staff and families on the academy website.

Principles:

- At Tees Valley Education, we have consistently high expectations of our pupils' behaviour without exception. We believe that excellent behaviour is imperative in order to ensure that all children's right to an outstanding education is respected. We believe all children should understand that it is the responsibility of staff, pupils and members of the school community to uphold and maintain the values of the trust.
- Every pupil understands and respects that they have the right to be heard, to learn to be safe in body and in mind, to be valued and respected, and learn free from the disruption of others.
- Every pupil has the right to learn in a safe environment.
- All pupils, staff and visitors are free from any form of discrimination.
- Staff and volunteers set consistently high expectations of all pupils with no excuses.
- Academies will work in partnership with children, parents and staff to uphold consistently high expectations of their behaviour and modelling at all time.
- The academy's behaviour principles and behaviour policy is available to, and understood, by all pupils, staff and parents.

- Each academy will ensure that:
 - High expectations are commonly understood and applied consistently
 - Leadership is visible and offers support to staff to enable them to follow the policy effectively
 - Measures and interventions are in place to improve behaviour
 - Behaviour does not normally disrupt teaching, learning or routines, and disruption is not tolerated
 - Bullying is not tolerated, and the environment is safe and respectful
 - Incidents of bullying, aggression and discrimination are dealt with quickly and effectively.

- The academy's legal duties under the Equality Act, 2010 in respect of safeguarding, pupils with special educational needs and/or disabilities, and vulnerable pupils, is set out in the behaviour policy and known to all staff.

- Rewards, sanctions, search and reasonable force are used consistently by staff, in line with the behaviour policy and Department for Education policies.

- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in suspensions and permanent exclusions.

- Pupils are helped to take responsibility for their actions.

- Families are involved in the investigation and follow-up of behaviour incidents to foster good relationships between the school and the pupils' home life.

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