



**Inspiring Futures
Through Learning**

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**Responsible Citizens and Behaviour Core
Values***

(updated with Covid-19 response)

May 2020 to July 2021

At Inspiring Futures through Learning, we are driven by our pursuit of excellence every day. We have high expectations of learning, behaviour and respect for every member of our community. We create independent, articulate thinkers and learners who have the confidence in, not only their individual ambitions, but also those of the Academy and The Trust as a whole. We have collaboration at the heart of everything we do and our vision is to nurture exciting, innovative, outstanding Academies who embrace change and provide a world-class education for all it serves.

IFTL is a trust established by educationalists, with education and improving outcomes for children at the heart of all we do.



*Including all IFtL Schools, Milton Keynes Teaching School (TS) Alliance and Two Mile Ash Initial Teaching Training Partnership (ITTP)

Scope: IFtL Multi-Academy Trust (MAT) & Academies within the MAT	
Version: V5 – 26/05/20	Filename: IFtL – Responsible Citizens and Behaviour
Approval: Responsible Citizens and Behaviour Core Values 2018 This policy was ratified by the IFtL Trustees on 27 th May 2020.	Next Review on or before: July 2021 <i>This policy will be reviewed annually by the IFtL Executive committee and approved by the Trustees at least on an annual basis</i>
Owner: IFtL Trustees	Union Status: Not applicable

Policy type:	
Statutory	Website compliancy

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IFtL Responsible Citizen and Behaviour Core Values

Vision

At IFtL Trust Schools, we are relentlessly driven by our pursuit of excellence and high expectations of learning, behaviour and respect for every member of our community. We strive to promote and create responsible citizens who are independent, innovative, positive and articulate thinkers who celebrate life and seize opportunities, viewing mistakes as a learning experience and valuing diversity.

Aspirations

We strive to promote and create responsible citizens who:

- make good choices and encourage others to do the same.
- behave positively
- are considerate and value themselves, others, and their environment
- strive for success
- are independent, articulate thinkers and learners
- have confidence to attain their ambitions
- are inclusive and embrace differences
- have high levels of engagement
- demonstrate positive learning behaviours and exhibit a growth mindset
- are role models to others

Core Values

We believe everyone within the IFtL community has the right:

1. To learn
2. To be respected
3. To be safe and supported

To enable this to occur everyone has:

- Personal responsibility to make sure their behaviour ensures these rights are observed.
- Follow and adhere to the policies and procedures at both a Trust and a school level.
- Equality and respect are irrespective of background, race, gender or culture.

Success indicators

All schools within the trust will implement the following indicators:

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- All stakeholders, staff, children and parents/carers, view behaviour as everyone's responsibility and mutual respect and positive behaviours are an expectation for all.
- We foster a positive environment where children exhibit a sense of pride within their school.
- High and consistent expectations that everyone, irrespective of gender, race or culture, feels safe, secure and has respect and empathy for one another and diversities are embraced and appreciated.
- There are collaborative working relationships with parents/carers promoting positive behaviour with effective two-way partnership.
- Children understand the impact of their behavior and adapt this behaviour in future making more positive and informed choices.
- Proactive support and guidance to help children learn from their mistakes and take ownership from them.

Promotion of Positive Behaviours

At IFtL and within all IFtL schools we believe it is important to focus on and celebrate positive choices and promote good behaviour using praise, recognition and rewards, building self-esteem and a child's sense of worth. The specific reward and recognition systems and the code of practice will be pertinent and bespoke to each of the schools whilst adopting the core values and principles of the IFtL.

Consequences & dealing with inappropriate behaviour

Children are learning their way in the world and we need to help them make the right choices and support the development of their moral compass. As a part of this learning process, sometimes mistakes will be made. We need to help children make informed and positive choices but if poor choices are made, whether deliberate or intentional, consequences need to be implemented. It is the duty of all staff within school to support children and strive to understand the underlying reasons for behaviour whilst recognising that children should be supported in taking responsibility for their actions. The consequences and stages of approach will be included within each school's behavior policy again adhering to the IFtL core values and vision. Humiliating, belittling or punitive punishments are always unacceptable approaches.

Zero tolerance behaviours

There are certain inappropriate behaviours which the IFtL believe all schools should have a zero-tolerance approach to, with clear consequences outlined within their policy. These are:

- Racism
- Inequality
- Homophobia

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- Extremist behavior
- Bullying, including cyber-bullying
- Criminal damage
- Harassment

Incidents at this level, will be referred to the Senior Leadership Team.

Positive Handling Interventions and Searching

All schools within IFtL will adhere to the permitted actions in line with government guidelines on the restraint of children. The Education Act 1996 forbids corporal punishment but permits staff to use 'reasonable force' to prevent a pupil from:

- Committing a criminal offence
- Injuring themselves or others
- Damaging property
- Acting in a way that is counter to maintaining good order and discipline at the school.

Reasonable means 'Using no more force than is needed.' When using reasonable force in response to risks presented by incidents involving children with SEND or disabilities or with medical conditions schools should consider the risks carefully and recognise the additional vulnerability of these groups. (KCSiE, 2018)

Early and proactive intervention with a focus on de-escalation is the key approach and 'positive handling' will only be used as a last resort according to the criteria stated above. Appropriate training by qualified team-teach trainers needs to be provided for staff where you can anticipate positive handling may be required and positive handling plans for these children, agreed with the parents/ carers, need to be in place. If positive handling does occur, they must always be recorded within the positive handling book and number book and parent/ carers informed.

Under common law, school staff can search pupils with their consent for any item. If a member of staff suspects that a pupil has a banned item in their possession (weapons, alcohol, drugs, stolen items, fireworks, tobacco or pornographic images) a pupil can be searched in the presence of another member of staff without removing any item of clothing, without the pupil's consent but the parent/ carer must be informed. Any searches will be conducted by a member of staff who is the same sex as the pupil being searched.

Fixed term and Permanent Exclusion

Schools within the IFtL do not wish to exclude any child from school, but sometimes as a very last resort and for very specific reasons, this may be necessary. A child may

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be excluded with the direct agreement of the Head Teacher. Every effort will be made to avoid the need for any exclusion, but schools will have the right to exclude pupils whose behavior infringes on the safety of themselves or others and infringes upon the rights of the school community. Parents/ carers have the right to appeal any decision to exclude their child both fixed term and permanently. Parent/ carers will be informed of any form of exclusion in writing and their rights to appeal will be clearly explained within the letter.

Inclusion, SEND and Behaviour

Some Children with additional needs, may require additional bespoke support and intervention to help meet their needs and support them in making positive choices. The programme of support will be highly bespoke, personalised and specifically targeted to address these needs with the collaboration of the parents/ carers. The successes will be reviewed and the programme of support adapted adaptations made as frequently as the needs of the child requires.

Covid-19 Response and Additional Requirements/ Considerations

During Covid-19, additional requirements and considerations need to be in place; all schools need to ensure they have a range of measures in place including helping pupils to understand the importance of protection rules and potential implications of ignoring or not adhering to them. It is important all children are educated on the importance of the expectations and the rationale at an age-appropriate level. This is for the safety for everyone – staff, children, families, and the wider community.

At IFtL, we will follow the recommendations outlined in Annex A (Behaviour Principles) stated within the 'Guidance Planning for Primary Schools'. (<https://www.gov.uk/government/publications/preparing-for-the-wider-opening-of-schools-from-1-june/planning-guide-for-primary-schools>) and also Section 19 Behaviour and exclusions in the guidance for schools about temporarily closing (www.gov.uk/government/publications/covid-19-school-closures/guidance-for-schools-about-temporarily-closing)

In line with this guidance, we recognise that we will need children to behave differently when they return to school, and they need to know and understand the new systems put in place. It is important that we ensure we create a positive culture is embedded throughout all our schools and we create calm and respectful environments whereby everyone, children, staff, parent/ carers, follow the rules. We recognise that mental health can result in changes within behaviour or emotional well-being. We also recognise that some children will return to school having been exposed to a range of adversity, which may include serious illness, bereavement and long-term

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anxiety, leading to an increase in SEMH needs. Moreover, for some SEND children, their provision is likely to have been adapted which may have had an impact on their behaviour. At IFtL, we will ensure we support all these needs both at a wider school level and at a more bespoke, personalised level, as required. Some children may require additional support and we will therefore ensure we work closely with external agencies and providers, for example, Educational Psychologists, social workers, counsellors etc., to help provide the best support possible for all our children. For some children, for example those with SEND, there will be additional and adapted support to teach new norms, expectations and routines including protective measures and personal hygiene to ensure they understand these.

All IFtL schools will:

- Amend their behaviour policy and communicate these changes to the children parents/ carers and staff.
- The schools will include within the behaviour policy or an alternative policy/ procedures document so that children, parent/ carers and staff know and understand the importance of:
 - following any altered routines for arrival or departure
 - following school instructions on hygiene, such as handwashing and sanitising
 - following instructions on who pupils can socialise with at school
 - moving around the school as per specific instructions (for example, one-way systems, out of bounds areas, queuing)
 - expectations about sneezing, coughing, tissues and disposal ('catch it, bin it, kill it') and avoiding touching your mouth, nose and eyes with hands
 - tell an adult if you are experiencing symptoms of coronavirus
 - rules about sharing any equipment or other items including drinking bottles
 - amended expectations about breaks or play times, including where children may or may not play
 - use of toilets
 - clear rules about coughing or spitting at or towards any other person
 - clear rules for pupils at home about conduct in relation to remote education
 - rewards and sanction system where appropriate
- Identify any reasonable adjustments that need to be made for individual children with more challenging behaviour. For some children with significant needs, the school may need to carry out a risk assessment: for example, if it is deemed that a child may not be able to follow instructions, to determine what mitigations need to be put in place and whether, in rare circumstances, they

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should stay at home. For those children and young people with a social worker, our expectation is that they should attend their educational setting unless a risk assessment concludes they will be safer at home.

Serious behaviour breaches, consequences and exclusions:

Schools will ensure they support, educate, and prepare all their children and families to ensure they understand and know the additional expectations and requirements to help everyone stay safe during the pandemic. However, despite every effort made, there may be some children who do not follow these rules and expectations. In these rare occurrences, any child who commits serious or persistent breach of the new COVID-19 protection rules may be sanctioned by the headteacher using the full range of sanctions available, dependent on the seriousness of the breach, up to and including in extreme cases fixed or permanent exclusion. In the instance of a possible fixed or permanent exclusion, the Trust must be consulted.

Any decision to exclude a pupil will be lawful ((with respect to the legislation relating directly to exclusions and a school's wider legal duties, including the European Convention on Human Rights and the Equality Act 2010); rational; fair; and proportionate. Permanent exclusion will only be used as an absolute last resort, in response to a serious breach, or persistent breaches of the school's behaviour policy, and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school. The Chief Executive Officer, Sarah Bennett, must be fully consulted and informed of any potential permanent exclusions.

In highly exceptional circumstances, if a child is permanently excluded, we expect schools to work with parents/ carers, IFTL and the local authority, to arrange a place at an alternative educational setting as soon as possible so as to minimise any further breaks in education provision. Where the child in question is vulnerable, the school should notify the local authority/social worker immediately and should work with the local authority to ensure that the child is found a place in another educational setting quickly. During any gap in provision, schools must work closely together with IFTL, social workers, local authorities and other professionals to ensure adequate and appropriate arrangements are in place to keep in touch with vulnerable children and young people.

Governance:

The timeframes set out in the School Discipline Pupil Exclusions and Reviews (England) Regulations 2012 remain in force. This applies to all exclusions, including those that were issued before 23 March.

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Within IFtL, we will endeavour to meet the timeframes set out in regulations for review meetings and IRPs, but recognise these might need to be extended due to the disruption caused by the coronavirus outbreak and the health risks of holding meetings. The Regulations themselves envisage that the timeframes may not always be met, which is why they specify that meetings and panel hearings must still go ahead even if the relevant deadline has been missed. It is for the governing board or IFtL Trust to assess the facts of the case and decide whether the statutory deadlines are achievable or whether, in the circumstances, the meeting has to be delayed. Governing boards and IFtL will continue to take reasonable steps to ensure meetings are arranged for a time when all parties are able to attend.

Recording and Reporting Behaviour

All higher levels of inappropriate behaviour and zero tolerance behaviours will be recorded using the recording systems adopted by each school and parent/ carers will be informed. All schools within the IFtL will inform the Trust of any fixed term or permanent exclusions.

School requirements

Each school will incorporate the IFtL responsible citizens and behavior core values within their school policy and include how these core values will be promoted and met within their school. All schools will ensure they include details of their process and procedures for exclusion and will ensure they publish all relevant information to meet website compliancy.

Safeguarding Statement

Safeguarding is everybody's business. IFtL MAT is committed to ensuring that all our children and young people are safe and feel safe. The right to be safe for any member of the IFtL community is a non-negotiable and paramount. Safeguarding and child protection is crucial and we are fully committed to ensuring the welfare and safety of all our children and staff. IFtL and all the schools within the Trust must fully adhere to all safeguarding and child protection legislation, policy and procedures at all times and under any circumstances. Any concerns at a Trust level will be referred to IFtL safeguarding Leads, Kim Kemp or Sarah Bennett; within ITTP and/ or TS, Michelle Gardner, and to the relevant designated safeguarding officers within each school for concerns pertinent to children within the school. IFtL fully adheres to all Safeguarding and child protection legislation and MK together partnership requirements, including the Milton Keynes Whistleblowing Policy and procedures.

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