



TCAT Behaviour Principles

SERVE CHALLENGE EMPOWER

Document Control

Version	Date	Action
1.0	4/10/2024	Behaviour and Welfare hub agreement Presented to Quality and Standards Committee (Feb 2025)

Member Academies:	Appleton Thorn Primary (ATP) Beamont Collegiate Academy (BCA) Bridgewater High School (BHS) Broomfields Junior School (BRO) Dallam Community Primary School (DAL) Great Sankey Primary School (GSP) Meadowside Community Primary and Nursery School (MEA) Padgate Academy (PAD) Penketh High School (PHS) Penketh South Primary School (PSP) Priestley College (PRI) Sir Thomas Boteler Church of England High School (STB) Sutton Academy (SUT)
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This document is not policy or practice, rather it is a statement to set out The Challenge Academy Trust's (TCAT) aim to support a positive culture within the academy that fosters personal growth, mutual respect, and academic excellence. Grounded in the core values of **Collaboration and Interdependence, Challenge and Service, Sustainability and Wellbeing, Celebrating Difference, Educational Excellence**, and **Inclusivity and Social Justice**, these principles offer guidance on expected behaviours, aligning with the Behaviour Policy of each school within the trust.

Our Mission

To serve, challenge and empower the educational community.

Trust Strategic Objectives

Our key strategic objectives are focussed on three key dimensions:

- Pupils/Students
- People
- Performance

Our Strategic Action Plan is reviewed by trustees on a regular basis and we set challenging targets focused around each of these dimensions which involve a focus upon pupil outcomes, engagement of vulnerable young people, financial health & sustainability, professional development, well-being and safeguarding amongst other things. We are a high performing, successful trust but we are always striving to reflect and improve; the Behaviour Principles outlined below are a key factor in achieving our objectives.

Behaviour Principles

The right to feel safe at all times

Every pupil/student understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others. The actions taken to address undesirable behaviour is with the intention of upholding their wellbeing and academic progress, as well as fulfilling our safeguarding responsibilities. All schools have a clear and comprehensive Anti-bullying Policy that is known and understood by all, consistently applied and monitored for its effectiveness.

Inclusivity

All pupils/students, staff and visitors are free from any form of discrimination and prejudice. Each school will create and maintain an atmosphere and ethos of tolerance, equality, diversity, respect, understanding, kindness and a sense of citizenship throughout the school community in everyday practice.

Effective relationships

Developing effective relationships are at the heart of all our work. Developing respect, responsibility and reflection are a high priority in our approach to behaviour management.

High standards of behaviour

Staff and volunteers set an excellent example to pupils/students at all times and the behaviour policy is understood by all members of the school community. Rules are consistently applied across the school and, where sanctions and punishments are exercised, they are proportionate to the misdemeanour, in line with the school's Behaviour Policy.

Educational excellence

Staff and pupils/students are committed to fostering a culture of high achievement and continuous learning. Students should take responsibility for their own learning and contribute positively to the learning environment. Disruptive behaviour that hinders the learning of others will not be tolerated. All members of the school are expected to support a culture of continuous improvement and aspiration, encouraging each other to strive for academic excellence.

Engaged community

Parents/carers should be encouraged and helped to support their children's education, just as the pupils/students should be helped to understand their

responsibilities during their time in school. Parents/carers and pupils/students will be made aware of the behaviour expectations of the school during the admissions process, this will include a 'Home School Agreement'.

Responding to incidents of desirable and undesirable behaviour

Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy and in accordance with Education and Inspections Act, 2006, and DfE: Behaviour and discipline in schools Advice for headteachers and school staff, with prevention and de-escalation always the priority. The school behaviour policy explains that suspensions and permanent exclusions will only be used as a last resort, and outlines the processes involved. The TCAT permanent exclusion protocols are adopted by all schools.

Student accountability and reflection

Pupils/students are helped to take responsibility for their actions and strategies are adopted to allow pupils/students to reflect on their behaviour choices. Schools have a range of behaviour management and support systems that are shared and understood by all.

These principles should guide not only the creation of the Behaviour Policy but also inform day-to-day interactions within the schools. The schools are committed to embedding these values into the learning environment, fostering a community where everyone can thrive.

THIS POLICY SHOULD BE READ IN CONJUNCTION WITH:

[Anti-bullying Policy](#)

[TCAT Staff Code of Conduct](#)

[TCAT Disciplinary Policy](#)

[TCAT Safeguarding and Child Protection Policy](#)

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