



INMAT Behaviour Statement

Please refer to each school's behaviour policy.

Safeguarding Statement

At INMAT we respect and value all children and are committed to providing a caring, friendly and safe environment for all our pupils, in all our schools, so they can learn in a secure environment. We believe that headteachers are the best placed people to make sure that our schools thrive. Schools in our trust agree that at all times they will uphold the agreed core ethos and values.

We recognise our responsibility to safeguard all who access our schools and promote the welfare of all our pupils by protecting them from physical, sexual and emotional abuse, neglect and bullying.

This is the responsibility of every adult employed by, or invited to deliver services in an INMAT school.

INMAT Written Statement of Behaviour Principles

Under the Education and Inspections Act, 2006, the Trust Board, is charged with the duty to set the framework of the school's policy by providing a written statement of general principles relating to behaviour and discipline, taking into account the needs of all pupils.

The purpose of this statement is to give guidance to the Head Teacher in drawing up the behaviour and discipline policy by stating the principles which Trustees and Local governors expect to be followed. The policy aims to underpin the duty of care to pupils and employees; promote teaching and learning and high standards of attainment and preserve the reputation of the Trust and individual schools.

The statement is available upon request from the Trust and can be found on the Trust's web site. It is also held in the school office. This statement and the behaviour policy will be reviewed on a three yearly basis, unless changes at national or local level necessitate an exceptional review.

This statement is informed by our vision and mission statements:

The INMAT Mission

Enabling great leaders to create great schools where children always come first...
As a multi academy trust we are committed to:

Inclusion – improving education for everyone

Integrity – we are constantly open, honest, ethical and genuine

Initiative – we have the courage to always seek a better way to a better future

Inspiration – we use our drive and commitment to energise and inspire

Involvement – we encourage our community to take ownership and responsibility.

Our Trust Vision:

1. Enable each child to flourish and achieve their full potential. We will ensure that each school community provides an outstanding quality of learning and excellent resources.
2. Work closely with all of our staff to embrace InMAT values, providing access and opportunity to enhance their professional development and personal wellbeing.
3. Ensure that every InMAT school is exciting, vibrant and of the highest standard. Every school will have the appropriate technology to enable all pupils to have access to, and use, all resources to enhance their learning.
4. Enhance communication processes across INMAT to consistently promote and drive the mission and the values of our Trust.

Our Behaviour Principles Are:

Each school within the Trust decides upon the most appropriate Behaviour policy for its pupils and the community they serve. The school improvement leads hold the Headteachers and Senior Leaders to account for ensuring that they provide a fair and consistent approach to the management of all pupils. This is monitored by the CEO and trustees.

Through the tiered approach, schools may receive more support from the trust as appropriate to their need.

Headteachers will be responsible for:

- Implementing a school behaviour policy that incorporates principles of the Trust Behaviour Policy Statement
- Reporting to their Local Academy Committee and to the Trust attendance, incidents of internal isolation, suspensions and permanent exclusion.

We, the Board of Directors of the Trustees of INMAT, believe that all members of our schools' communities, should be able to learn and achieve high aspirations in a safe, secure and orderly environment.

We value the strong relationships that exist throughout our schools, which leads to the mutual respect that encourages good behaviour. We have high expectations of everyone and we will actively promote everyone to be equally valued, whatever their protected characteristic.

The behaviour policy is based on our belief in, and respect for, the value and contribution of all members of our communities and their right to succeed.

We seek to eliminate all forms of discrimination, harassment and bullying.

The policy will be applied with consistency and fairness, with regard to each individual situation. The emphasis will be on encouraging positive behaviour through high expectations, a focus on learning, and praise and rewards.

It is recognised however, that on occasions sanctions are necessary to demonstrate that misbehaviour is not acceptable, to express the disapproval of the school community and to deter other pupils from similar behaviour. Sanctions will enable the pupil to reflect on, and learn from, their behaviour and to make reparation wherever possible.

Some pupils, for example those with special educational needs and /or disabilities, or mental health needs, and looked after pupils, can experience particular difficulties with behaviour

and the school will seek to ensure that such pupils receive behavioural support according to their need. However, when making decisions the school must balance the needs of the individual with those of the school community and where pupil behaviour places others at risk, the safety of the pupil body as a whole is paramount.

Given the importance of the safety of the pupil body, the Trustees support the right of the school to permanently exclude, as a last resort, for a single offence of a serious nature or persistent breaches of the school behaviour policy where it is considered that allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school. Similarly, given the overriding need to keep children safe, the school will utilise their powers to search and to use reasonable force in order to keep individuals from harming, or further harming, themselves or others.

We work with parents and carers to understand their children and their circumstances and believe this relationship is an important part in building a strong learning community. Similarly, given our duty of care to the pupils, this written statement and the policies that both stem from it and are influenced by it (for example, appropriate contact, behaviour, anti-bullying and suspensions) applies to all pupils when in school, when travelling to and from school, and when engaged in extra-curricular activities such as educational trips and visits (residential and non-residential) and when being educated as a member an InMAT school off-site.

References

Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement Guidance for maintained schools, academies, and pupil referral units in England DfE Sept 2023

Revised Behaviour in Schools Guidance and Suspension and Permanent Exclusion Guidance. DfE Sept 2023

Behaviour and discipline in schools: guidance for head teachers and school staff. DfE Feb 2024

Behaviour and discipline in schools: guidance for governing bodies. DfE 2015

Use of reasonable force: advice for headteacher, staff and governing bodies. DfE July 2013

Keeping Children Safe in Education 2023

The Equality Act 2010

Approved by Board of Trustees 21st May 2024

Table of revision

Version	2
Approved by	Board of Trustees

Removed from line 9	'that enjoys full earned autonomy'
Removed after 'This is monitored by the CEO and trustees' under Behaviour Principles	'Where a school does not have full earned autonomy, the Trust Board through the Trust CEO, will ensure that they are fully supported in delivering an effective Behaviour Policy that is closely monitored at a Local Academy Committee and Trust level.'
Added after 'This is monitored by the CEO and trustees' under Behaviour Principles	'Through the tiered approach, schools may receive more support from the trust as appropriate to their need.'
At the end of the paragraph starting 'we value the strong relationships...' Removed Added	'race, gender, age, sexuality, religion or disability.' 'protected characteristic.'
At the end of the paragraph beginning 'it is recognised however...' Removed	'Because of our focus on positive behaviours and the opportunities for pupils to learn from their mistakes, we expect lower than the national average rates of suspension or permanent exclusion.'
References	Adjusted to show current dates