



The Dunstan Catholic Educational Trust

Behaviour Principles

Agreed by the DCET Trust Board: April 2026

Review Date: April 2027

Version Number	Author	Purpose/Change	Date
1	CEO	New Policy	February 2023
2	RS	Review following implementation	February 2025
3	RS	Review	March 2026

This policy applies to all academies within the DCET

The Dunstan Catholic Educational Trust (DCET) is responsible for safeguarding and promoting the welfare of all our pupils. As such the Trust Board is charged with the responsibility to set the framework of the behaviour policies of each school by providing them with a written statement of principles relating to behaviour and attitude towards learning, considering the needs of staff and pupils.

The Trust's behaviour principles are an extension of our Vision Statement and our Values:

"We are a community of Catholic schools together aspiring to give children an all-round education rooted in Christian values in a nurturing environment where they flourish, become lifelong learners and fulfil their potential."

Our Values are:

- Respect
- Love
- Resilience
- Forgiveness
- Curiosity
- Stewardship

High Standards of behaviour and attendance

The DCET Board believes that high standards of behaviour and attendance lie at the heart of a successful school which enables:

- All of its pupils to make the best possible progress in all aspects of their educational life
- All staff to teach, model and promote good learning

DCET fully supports the rights of all members of our community to work, learn and achieve in a safe, supportive and stimulating environment. We are all committed to working together to establish a positive ethos and promote effective learning within our schools. All children will feel safe, enjoy and achieve, be healthy, develop resilience and be prepared for the next stage of their educational journey. Behaviour should not jeopardise the health and safety of any member of the school community.

The right to feel safe at all times:

All staff and pupils have the **right** to:

- Feel safe
- Learn
- Be treated with respect
- Work in a positive and welcoming school

- Be heard

With rights go responsibility, which apply to staff and pupils who **all** have a **responsibility** to:

- Keep the school a safe place to be
- Allow each other to learn
- Feel physically and emotionally safe
- Treat each other with respect and dignity
- Develop and maintain a positive, welcoming school community
- Co-regulate and communicate needs calmly and safely
- Listen to each other

Inclusivity

DCET is an inclusive Trust. All members of the Trust community should be able to work and learn free from any form of discrimination, harassment or bullying (as laid down in the Equality Act 2010). To this end all schools will have a clear and comprehensive Anti-Bullying Policy that is known and understood by the whole school community. Reasonable adjustments are made to day to day life, policies and procedures in order to meet individual needs.

Parental involvement and engaged community

At DCET we believe a positive, supportive relationship between parents/carers/families and each school is key to meeting the needs of every child. Parents/carers/families will be made aware of the behaviour expectations at the school during the admissions process. Each school operates an open-door policy and welcome parents into the school. The schools with further engage parents through regular opportunities to visit the schools through parent consultation meetings, attending prayer and liturgies, fundraising events and coffee mornings.

School expectations:

Each school in the Trust have a clearly stated Behaviour Policy. These set out the expected standards of behaviour which are shared with and explained to all pupils. **The school's individual behaviour policies will be reviewed in line with the policy schedule or following any significant event where the policy is tested.** The Trust Board expect that these expectations to be consistently applied by all staff.

Rewards

The emphasis in all schools is on encouraging positive behaviour and school attendance through; high expectations, modelling good behaviour, a focus on learning and praise and rewards.

All members of staff will recognise and celebrate appropriate behaviour at all times around the school through informal praise. Children's best efforts for behaviour and learning will be celebrated regularly and success shared with parents, carers and families. The Trust Board recognise that a wide range of rewards are consistently and fairly applied in such way to encourage and reward good behaviour at all times. These are made clear in the school's Behaviour Policy. Rewards used across the Trust are varied and include: Pupil/Star of the week, verbal praise, written praise, rewards assemblies, contact with parents and carers, reward points (stickers, stamps, house points) and displays of work.

Unacceptable/poor behaviour

Sanctions for unacceptable/poor behaviour should be known and understood by all staff and pupils and consistently applied. The range of sanctions should be described in the Behaviour Policy so that pupils, staff and parents/carers can understand how and when these are applied. Sanctions, when necessary, will enable the pupil to reflect on, and learn from their behaviour and to make reparation wherever possible. The focus on our value of forgiveness and reconciliation will significantly reduce the need for exclusion or suspension. However, when considering appropriate next steps, including sanctions the Headteacher must balance the needs of the individual with those of the wider school community and where behaviour places others at risk, the safety of the pupil body as a whole is paramount. The Trust strongly believes that suspension and exclusions must only be used as a very last resort.

Positive handling

Given the overriding need to keep the pupils and staff safe, the Headteacher, or representatives will utilise their powers to search or use reasonable force in order to keep individuals from harming, or further harming, themselves or others.

Situations in which reasonable force may be used (including removing disruptive pupils from classrooms or preventing them from leaving) will be included in the policy for each school. A definition of 'reasonable force' should be included, which should explain how and when pupils may be restrained. The Trust board expects appropriate staff to be trained in the use of reasonable force and restraint. 'Reasonable Force' should only be used as a last resort once all other strategies have been exhausted and it is reasonable, proportionate, justified and necessary.

Behaviour policies make clear the authority to search pupils for prohibited items and to confiscate where necessary. The Headteacher will inform the relevant authorities, including the Local Governing Committee, when items prohibited by law, weapons, non-prescription drugs etc are bought onto the school site

Notes

1. This Statement has been drawn up in accordance with the Education and Inspections Act, 2006, and DfE: Behaviour and discipline in schools: Advice for Headteachers and school staff (January 2016).
2. The purpose of the Statement is to provide guidance to the Headteachers in drawing up their individual Behaviour Policies so that they reflect the shared aspirations and beliefs of all stakeholders in The Dunstan Catholic Educational Trust: Trustee, as well as taking full account of law and guidance on behaviour matters. It is intended to help all staff to be aware of and understand the extent of their responsibilities in respect of recognition and reward for good behaviour, discipline and sanctions for unacceptable behaviour and how to use them. Staff should be confident that they will always have the Directors' support when following this guidance.
3. This is a statement of principles, not practice: it is the responsibility of the Headteacher to draw up the school's behaviour policy, though the Headteacher must take account of these principles when formulating this policy. The Headteacher should also take account of the guidance in DfE: Behaviour and Discipline in Schools Advice for Headteachers and School Staff (January 2016).
4. With consideration of our duty of care to the pupils, this written statement and the policies that are influenced by it apply to all pupils when in school, when travelling to and from school, when engaged in extra-curricular activities such as educational trips and visits (residential and non-residential) and when being educated as a member of the DCET community off-site.
5. Each school's Behaviour Policy is to be published on the academy's website and distributed to all members of staff.