



This Statement has been adopted and approved by Gippeswyk Community Educational Trust and is to be used by all members of the Trust.

BEHAVIOUR FOR LEARNING – TRUST STATEMENT	
Approved by GCET	9.12.22
Date of next Review	Autumn Term 2024-2025 (Two yearly – even years)
Responsible Officer	Head of Trust Standards
Policy Number	STS2

Definition of a Parent

- All biological parents, whether they are married or not.
- any person who, although not a biological parent, has parental responsibility for a child or young person - this could be an adoptive parent, a step-parent, guardian or other relative
- any person who, although not a biological parent and does not have parental responsibility, has care of a child or young person.

A person typically has care of a child or young person if they are the person with whom the child lives, either full or part time and who looks after the child, irrespective of what their biological or legal relationship is with the child.

All behaviour policies in schools affiliated to GCET should reflect the duty of care to students and employees, promote learning and teaching and high standards of attainment and progress.

The Trustees expect the respective schools' Behaviour Policy to be in accordance with their responsibilities under equality legislation and make reasonable adjustments in its application to vulnerable students. It should support the schools' commitment to improving outcomes for all students, eliminating all forms of discrimination, harassment and bullying, as well as promoting equality of opportunity, the welfare of students and good relations across the whole community.

The Policy should make use of both rewards and sanctions and establish a climate where praise and encouragement far outweigh the frequency of sanctions. Rewards should be used to demonstrate that good behaviour is valued by the school community and to encourage similar behaviour in others. Sanctions should be used to demonstrate that misbehaviour is not acceptable; to express the disapproval of the school community and to deter others from similar behaviour. In most cases, sanctions should be applied to individuals not groups.

The Behaviour Policy should make clear the rights and responsibilities of all the school community – students, staff, parents and Governors. The Policy should include a clear, structured framework that allows staff to treat similar behaviour in a consistent manner. It should also include provision for an appeal process against a sanction where a student or parent believes the school has exercised its disciplinary authority unreasonably.