Bishop Bewick Catholic Education Trust

Statement Title:	Behaviour Statement
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Applies to:	All school & Trust settings

Behaviour Statement

It is our aim and intention that every member of a BBCET school community feels valued and respected, and that each person is treated fairly and well.

All BBCET schools strive to be a caring community, with values built on mutual trust and respect for all. Each school's behaviour policy is therefore intended to support all members of our community in living and working together in a mutually beneficial way, promoting an environment in which everyone feels safe, happy and secure.

We promote the adherence to simple rules in our schools, but our behaviour policies are not primarily concerned with rule enforcement. They are a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. By taking this approach we expect every member of the community to behave in a considerate way towards others.

Our schools must provide a safe and secure environment so that our children and young people thrive and become responsible and increasingly independent members of their school and the wider school community. This is because we know that good behaviour underpins effective learning, and children and young people need good personal and social skills to live fulfilling and remarkable lives as adults.

Operational use:

In addition to this Trust-wide statement, **BBCET expects each of its schools to develop and publish their own attendance policy**.

These are available on each school's website.

Guidance on Anti-Bullying Policies

Schools should ensure their policy includes the following:

- **Definition of bullying (including what bullying is not, i.e., one-off incidents)**
- **Approach to raising awareness (pupils and parents)**
- **School responses to incidents**
- **Responsibilities of staff, pupils and parents/carers**
- **Recording of incidents**
- **Responses to incidents**
- **Specific reference to child-on-child abuse**
- **School's approach to monitoring**