



‘Growing together to be the best we can be through respect, resilience and responsibility’

Statement of Behaviour Principles

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1. Introduction

1.1 Legislation requires that a statement of behaviour principles be provided by Governors.

1.2 The principles contained within this Statement underpin the School’s Behaviour Policy, which defines the roles, responsibilities and practice in this area.

1.3 Establishment and implementation of the Behaviour Policy lies with the Headteacher. Before providing this statement, the Governors have consulted the Headteacher, staff, parents or carers of pupils, and the pupils themselves.

1.4 These principles are intended to reflect the school's ethos and to support the school’s values by promoting a friendly, creative and purposeful community whose members feel valued and supported and where courtesy and mutual respect are expected from everyone.

1.5 Section 88 of the Education and Inspections Act 2006 requires governing bodies to have regard to the statutory guidance from the Secretary of State for Education in making and reviewing the written statement. This document has been developed considering this guidance and it will be reviewed in light of changing guidance.

2. Principles

2.1 The Behaviour Policy should be written to fulfil the Governors' duty of care to students and employees and to promote teaching, learning, and high standards of attainment. The policy should define measures to achieve these objectives.

2.2 The Governors expect the Behaviour Policy to be in accordance with their responsibilities under equality legislation - for example, by making reasonable adjustments in its application to vulnerable students. It should also support the School's 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 school community.

2.3 In developing strategies for the management of behaviour in school the Policy should make use of both rewards and sanctions and establish a climate where praise and encouragement far outweigh the frequency of punishment and admonition.

2.4 Governors are aware that behavioural expectations can reflect what is considered socially 'normal' and that these expectations can unfairly disadvantage disabled children. Behaviour management should aim to ensure children develop a sense of appropriate behaviour but it should not be 'normalising'. Further, although Governors believe it is important for children to understand what behaviour is acceptable and what is not, they do not believe compliant behaviour necessarily equals good behaviour. Consequently, Governors believe that the Behaviour Policy must not see compliance as a goal of behaviour management and that it must ensure a clear understanding of the reasons underlying behaviour. To this end, the Behaviour Policy should set out the importance of taking the following steps:

2.4.1 accurately identifying whether the behaviour is genuinely unreasonable within context, which may need distraction or a period of reflection rather than correction;

2.4.2 understanding the reasons for problem behaviour thwarted frustration; inability to communicate needs; a child with autistic traits may have problems 'reading' another person's behaviour and respond inappropriately;

2.4.3 recognising that enforcing compliant behaviour may not necessarily achieve desirable learning outcomes for an individual;

2.4.4 identifying and consistently applying appropriate solutions/strategies to correct/manage behaviour based on a thorough understanding of the reasons behind it; and

2.4.5 liaising with family to identify reasons for undesirable behaviour and to ensure consistent implementation of strategies in behaviour management.

2.5 Rewards should be used to demonstrate that positive behaviour is valued by the whole school community and to encourage similar behaviour in others. Rewards should be motivating and feel attainable for all children irrespective of age and ability.

2.6 Sanctions should be imposed only after a system of clear and consistent warnings has been followed. Their purpose is to demonstrate that certain behaviour is not acceptable, to express the disapproval of the school community and to deter other students from similar behaviour.

2.7 In all cases, sanctions should be applied to individuals not groups. The Governors believe that group sanctions are never acceptable if they penalise innocent pupils. In support of the School's values of mutual respect, the policy should support restorative justice, repairing harm done to relationships and people, to encourage students to take responsibility for their actions.

2.8 The School's policy will need to balance both collective and individual needs. The application of rewards and sanctions should have regard to the individual situation and the individual student and the School is expected to exercise discretion and sensitivity in their use¹. Children should not be penalised for behaviour which may arise because of a disability or SEN. Where possible, the school should identify the behavioural needs of students in advance and plan how the School's Disciplinary Framework will be applied to each of these students. Where rewards or sanctions are applied differently because of individual circumstances then, where appropriate, then it might be appropriate for these adaptations to be explained to other students.

2.9 The Behaviour Policy should make clear the rights and responsibilities of the whole School Community – students, all staff, parents/carers and governors. The policy's framework of rules, rewards and sanctions should be clear to all those involved. This includes teaching and non-teaching staff and other adults who work with children in the School.

2.10 The Behaviour Policy should include a clear, structured framework that allows staff to treat similar behaviour in a consistent manner. Governors would like to see rewards consistently and fairly applied in such a way as to encourage and reward good behaviour in the classroom and elsewhere. Reward systems should be accessible and made clear in the Behaviour Policy.

2.11 Sanctions for unacceptable behaviour should be understood in advance and consistently applied by all staff. The full range of sanctions should be clearly described in the Behaviour Policy so that children, staff and parents can understand how and when they are to be applied.

2.12 The Governors strongly feel that exclusion must be used only as a last resort.

2.13 Governors also believe that the Behaviour Policy should include provision for an appeal process against a sanction where a student or parent believes the School has exercised its disciplinary authority unreasonably.

2.14 The Behaviour Policy (including rewards and sanction systems) should be monitored to ensure its effective application and to understand the school community's perception of it.

3. Statutory Guidance

3. In accordance with [statutory guidance](#), Governors expect the Behaviour Policy to set out:

¹ For example, vulnerable students — such as those with special educational needs, physical or mental health needs, migrant and refugee students and looked after children — can experience particular difficulties with behaviour (for example, related to medical conditions, lack of understanding or trauma) and may need behavioural support. In addition, the School will need to take account of their individual needs and circumstances when applying the school's Behaviour Policy — for example, by making adjustments to the framework of rewards and sanctions — to make the policy effective and avoid a potentially disproportionate impact of the School's disciplinary framework on vulnerable student

(i) the pastoral support that school staff should expect to receive if they are accused of misusing their powers. Governors expect the Headteacher to draw on the statutory guidance in ['Keeping children safe in education'](#) (DfE, September 2023) when setting this out;

(ii) what constitutes the appropriate, lawful and correct use of reasonable force. A definition of reasonable force should be included, and the Behaviour Policy should also explain the very limited circumstances in which this could be used. Governors would expect all staff to be trained in this

area. Governors expect the Headteacher to draw on the advice in the Government guidance ['Use of reasonable force in schools'](#) (DfE, July 2013) when setting this out in the policy;

(iii) the details of the school's power to discipline outside the school gates. Governors must be satisfied, in all situations arising, that the measures proposed by the head teacher are lawful and that staff, students and parents know how and why sanctions can be applied in these circumstances;

(iv) details of the teachers' powers to screen and search in exceptional circumstances. Governors expect the Headteacher to draw on the Government guidance in ['Searching, screening and confiscation'](#) (DfE, January 2018) in developing policy provision; and

(v) when multi-agency assessments should be considered for pupils who display continuous disruptive behaviour.

4. Review

4.1 This statement of principles and the resulting Behaviour Policy will be reviewed every year and consultations sought if it is to be updated.

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REVIEW: September 2024