



Written Statement of Behaviour Principles

Governors' Written Statement of General Principles to Guide the Headteacher in Determining Measures to Promote Good Behaviour.

The Behaviour Policy should fulfil the Governor's duty of care to students and employees, to promote learning, teaching, high standards of attainment and preserve the school's reputation. It should define measures to achieve these objectives.

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 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 school community.

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. 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 support of the school's belief in mutual respect, the policy should support restorative justice, repairing harm done to relationships and people, to encourage students to take responsibility for their actions.

The school's policy needs 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 use. Some pupils, for example those with special educational needs, physical 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.

However, different applications of the school's policy should be used sparingly and rarely for behaviours which carry a risk to others. Where possible, the school should identify such 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, these adaptations may be explained to other students.

The Behaviour Policy should make clear the rights and responsibilities of all the school community – students, staff, parents and Governors. The policy's framework of rules, rewards and sanctions should be clear to all those involved. 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.

The policy should include procedures to measure its communication, consistent application, and the community's perception of it.

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