



## Governors Written Statement of Behaviour Principles

### Rationale

We believe this written statement should be a working document that is fit for purpose, represents the school ethos, enables consistency and quality across the school and is related to the following legislation:

- School Standards and Framework Act 1998
- Education Act 2002
- Education and Inspections Act 2006
- Equality Act 2010
- Education Act 2011

The following documentation is also related to this written statement:

- Behaviour and Discipline in Schools – Guidance for Governing Bodies (DfE)
- Behaviour and Discipline in Schools (DfE)
- School Discipline and Exclusions (DfE)
- Use of Reasonable Force (DfE)
- Exclusion from maintained schools, academies and pupil referral units in England (DfE)
- Dealing with Allegations of Abuse against Teachers and other Staff: Guidance for Local Authorities, Headteachers, School Staff, Governing Bodies and Proprietors of Independent Schools (DfE)
- Equality Act 2010: Advice for Schools (DfE)
- Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges (DfE 2020)
- Special Educational Needs and Disability Code of Practice: 0 to 25 Years. Statutory Guidance for Organisations Who Work With and Support Children and Young People with Special Educational Needs and Disabilities (DfE) and (DoH)
- Working Together to Safeguard Children: A Guide to Inter-agency Working to Safeguard and Promote the Welfare of Children (DfE 2018)

We are aware that in accordance with the Education and Inspections Act 2006 and the DfE guidance 'Behaviour in Schools', we have the duty to set the framework of the school's 'Positive Behaviour Support' policy by providing a written statement of general principles (not practice) relating to pupil behaviour and discipline. We do this by taking into account the needs of all pupils and school personnel.

The purpose of this statement is to provide guidance for the Headteacher in devising the school's 'Positive Behaviour Support' policy by stating the principles which we expect to be followed. The policy aims to:

- underpin our duty of care to students and school personnel;

- promote teaching and learning;
- achieve high standards of attainment; and
- preserve the reputation of the school

We have worked closely with the Headteacher, school personnel, parents and pupils in order to ensure that the principles are both relevant and appropriate for the standard of behaviour that we expect.

### **What do we mean by behaviour?**

Our terminology reflects our professional stance and so we refer to “behavior support” and not “behavior management”.

We believe that all behaviours are a form of communication. We therefore get to know our students and their needs, as well as their communication, very well.

We support our students through our holistic Philosophy of Education: The ASD Model ©, placing equal importance on;

- outstanding academic provision and progress
- excellent specialist and therapeutic support and
- close working with our families in order to develop our students’ life skills.

We have a duty under the School Standards and Framework Act 1998 to have in place a behaviour policy that is annually reviewed, made available to all stakeholders and is consistent throughout the school.

We wish to work closely with the School Council and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

We as a school community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

We all have a responsibility to ensure equality permeates in to all aspects of school life and that everyone is treated equally irrespective of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. We want everyone connected with this school to feel safe, secure, valued and of equal worth.

We acknowledge the findings of the Race Disparity Audit that clearly shows how people of different ethnicities are treated across the public services of health, education, employment and the criminal justice system.

The educational section of the audit that covers: differences by region; attainment and economic disadvantage; exclusions and abuse; and destinations, has a significant importance for the strategic planning of this school.

## Aims

- To provide a written statement of general principles (not practice) relating to pupil behaviour and discipline.
- To ensure compliance with all relevant legislation connected to this written statement.

## General Principles

We expect the Headteacher, when writing the 'Positive Behaviour Support' policy, to include the following principles:

- To promote good behaviour by creating a happy caring school environment where everyone feels valued, respected, safe, secure and free from all forms of anti-social behaviour.
- To ensure school personnel consistently apply the 'Positive Behaviour Support' policy and maintain regular classroom routines.
- To encourage pupils to achieve in a learning environment where self-discipline is promoted and good behaviour is the norm.
- To ensure any form of low-level misbehaviour during lessons is supported as we want pupils to achieve their full potential in a happy, stimulating and ordered school environment.
- To have high expectations of pupils' behaviour and conduct and offer transactional support and therapeutic interventions required to meet these expectations. This must be applied consistently and fairly.
- To ensure pupils are supported to have a positive attitude to their education; are committed to their learning; know how to study; are resilient to setbacks; take pride in their achievements; attendance and punctuality is good.
- To ensure relationships between pupils and school personnel reflects a positive and respectful culture.
- To ensure school personnel and pupils have created a school environment where all forms of bullying are not tolerated.
- To ensure school personnel deal with incidents of bullying quickly and effectively and to work hard to prevent bullying from spreading.
- To strongly endorse the banning of all forms of corporal punishment.
- To support the right to use reasonable force to control or restrain pupils in order to prevent personal injury, damage to property or the prevention of a criminal offence being committed but not as a means of disciplining pupils. All school staff have been trained and assessed in the correct use of Team Teach RPI
- To ensure all parents are aware of our 'legal powers to use parenting contracts, parenting orders or penalty notices to address poor attendance and behaviour in school.'
- To ensure parents are aware that they have a duty to ensure their children are well behaved and attend school regularly as 'good behaviour and attendance are essential to children's educational prospects'.
- To ensure the Headteacher and authorised school personnel have the statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that a pupil may have a prohibited item.
- To be an inclusive school where all members of the school community are free from all forms of discrimination.
- To have in place clear concise school rules which are understood by everyone and are applied consistently and fairly by school personnel
- To ensure pupil exclusions are only used as a last resort.
- To have in place a 'Home-School Agreement' that outlines the responsibilities of pupils, parents and school personnel with respect to pupils' behaviour.
- To ensure pupils with special educational needs and disabilities and looked after children,

receive behavioural support according to their need.

## Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This statement has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

## Linked Policies

- Anti-Bullying
- Attendance and Truancy
- Dealing with Allegations Against School Personnel
- Home-School Agreement
- Looked After Children
- Positive Handling (Restraint of Pupils)
- Positive Behaviour Support
- Pupil Exclusion
- Searching, Screening and Confiscation
- Safeguarding and Child Protection
- Special Educational Needs and Disabilities

## Document Control

Version	Date	Action
Version 1	July 2020	Creation of new document based on statutory guidance and content of other school policies.
Version 2	July 2021	Principles aligned to Positive Behaviour Support Policy