



Statutory Document

Behaviour Principles

2016-2019



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Notes				



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STATEMENT OF PRINCIPLES FOR PROMOTING GOOD BEHAVIOUR

Introduction

Legislation requires that a statement of principles promoting good behaviour be provided by Directors. These principles will underpin the Academy's Behaviour Policy, which will define the roles, responsibilities and practice in this area.

Establishment and implementation of the policy lies with the Principal of the Academy. The Principles are intended to support the Academy'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.

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 taking this guidance into account.

Principles

- 1 The Behaviour Policy should be written to fulfil the Directors' duty of care to students and employees and to promote teaching and learning and high standards of attainment. The policy should define measures to achieve these objectives.
- 2 The Directors 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 academies 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 Academy community.
- 3 In developing strategies for the management of behaviour in the Academy 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 whole Academy 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 Academy community; and to deter other students from similar behaviour. In most cases, sanctions should be applied to individuals not groups. In support of the Academy'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.
- 4 The Academy'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 Academy is expected to exercise discretion and sensitivity in their use.

However¹, different application of the Academy's policy should be used sparingly and rarely for behaviours that carry a risk to others. Where possible, the Academy should identify such students in advance and plan how the Academies 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.

- 5 The Behaviour Policy should make clear the rights and responsibilities of all the Academy community – students, staff, parents and Directors. 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 Academy has exercised its disciplinary authority unreasonably.
- 6 The policy should include procedures to measure its effective communication, its consistent application, and the community's perception of it.

Review

This statement of principles will be reviewed every three years and consultations sought if it is to be updated.

Approved by Teaching and Learning Committee: 24 May 2016
Date for review (3 years): June 2019

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 Academy will need to take account of their individual needs and circumstances when applying the Academy'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 Academy's disciplinary framework on vulnerable students.