



Statement of Behaviour Principles

Approved On/By:

Last Reviewed On:

Next Review Due By:

Monitoring & Review:

Staff Member(S) Responsible:

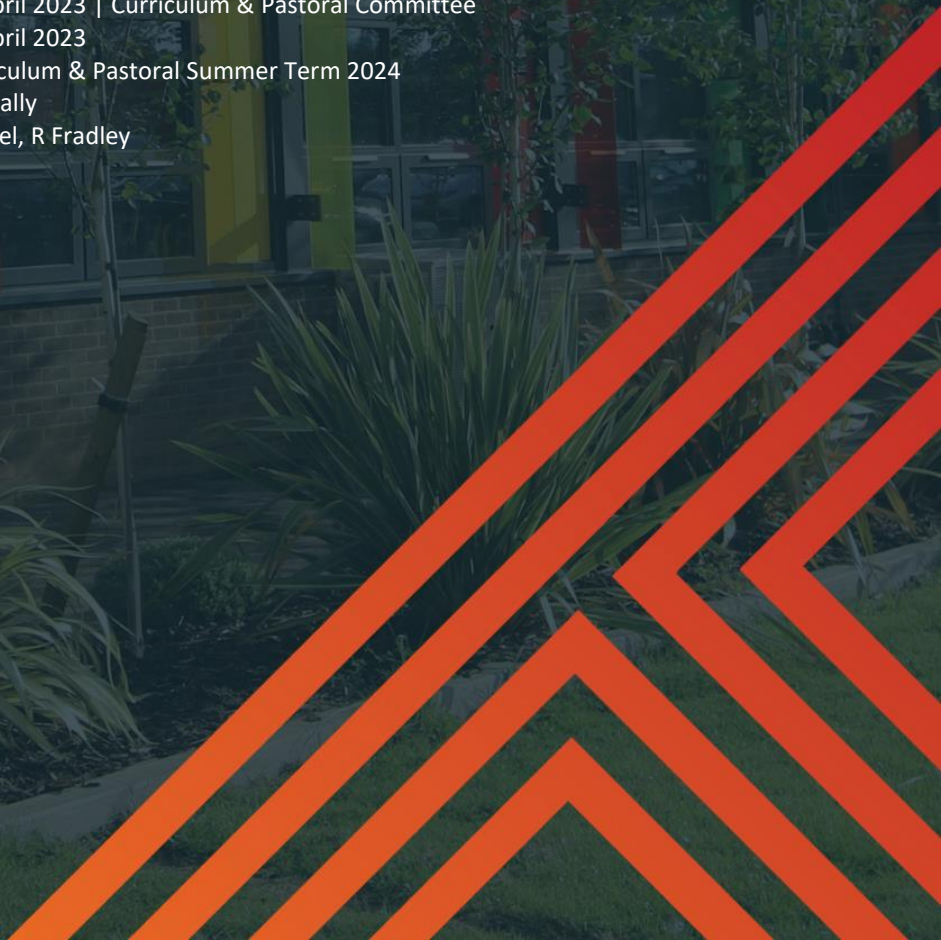
26 April 2023 | Curriculum & Pastoral Committee

19 April 2023

Curriculum & Pastoral Summer Term 2024

Annually

R Patel, R Fradley



Hodge Hill College Statement of Behaviour Principles

The Department for Education requires governing bodies of maintained schools to publish a statement of behaviour principles for their school. The Governing Body therefore has a duty to produce, and review, a written statement of general principles to guide the Headteacher in determining measures to promote good behaviour and discipline amongst pupils. The document 'Behaviour and Discipline in Schools – Guidance for Governing Bodies' (DFE - July 2013) has been used as a reference in producing this Statement of Behaviour Principles.

Hodge Hill College is an inclusive school. We are committed to promoting courtesy, achievement, respect and empathy as well as social inclusion, these are the principles underlying the behaviour policy. We are committed to improving outcomes for our children and staff, and to promoting good relations across the whole school community.

Right to feel safe at all times:

All young people, staff and other members of the school community have the right to feel safe at all times whilst in school. We expect all members of the school community to behave responsibly and to treat each other with respect.

They should be aware that bullying or harassment of any description is unacceptable even if it occurs outside normal school hours.

High standards of behaviour:

The Governors strongly believe that high standards of behaviour lie at the heart of a successful school.

Good teaching and learning promotes good behaviour and good behaviour promotes effective learning.

Children have the right to learn and to achieve their potential in all aspects of their lives and staff have the right to teach.

Governors also believe that the expectation of high standards of behaviour which are required during the school day can have a positive effect on the life of young people outside school in encouraging them to become responsible and successful citizens.

Inclusivity and Equality:

We are an inclusive school, we believe in equality and in valuing the individual. We believe all members of the school community should be free from discrimination, harassment and bullying and will not tolerate them in any form. Measures to counteract bullying and discrimination will be consistently applied and monitored for their effectiveness.

The school's legal duties in order to comply with the Equality Act 2010 will be further reinforced through the Behaviour and Anti-Bullying Policies and seek to safeguard vulnerable pupils. We recognise some pupils may need additional support to meet behaviour expectations.

School Rules:

School rules will be detailed in our Behaviour Policy. We believe in consistent systems which allow pupils to take responsibility for their actions – in choice and consequence.

We expect that all staff will support rules and ensure consistent application and expectations across the school day.

Rewards:

We believe positive behaviours should be rewarded to encourage good behaviour in the classroom and elsewhere in the school.

The rewards system must be regularly monitored for consistency, fair application and effectiveness.

Sanctions:

Sanctions for unacceptable/poor behaviour should be known and understood by all staff, other adults with authority for behaviour, pupils and parents/carers including extended provision.

It is important that sanctions are monitored for their proper use, consistency and effective impact.

The use of Reasonable Force:

The Governors expect the Use of Reasonable Force Policy to clearly outline the circumstances where staff may use reasonable force and other physical contact. At all times the use of force should be a last resort but governors agree it may be used in the following circumstances (see Section 93 of the Education and Inspections Act 2006):

- in self-defence or when safety is an issue
- where there is a risk of significant damage to property
- to search pupils for weapons / stolen property.

The Governors expect that 'authorised' staff are appropriately trained in the use of reasonable force and restraint and that all staff are given advice on de-escalation and behaviour management techniques.

There is a statutory duty to record and report all significant incidents including all use of force. Where a risk has been identified an individual pupil 'Behaviour Management Plan' may specify a particular physical intervention technique for the pupil concerned.

The power to discipline for behaviour outside the school gates:

The Governors expect the Behaviour Policy to set out the school's response to non-criminal poor behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a member of staff or reported to the school.

The Policy should include the school's response to any poor behaviour when the child is: taking part in any school-organised or school-related activity, wearing school uniform, or identifiable as a pupil at the school.

Even if the conditions above do not apply, the Policy must take account of misbehaviour at any time which:

- could have repercussions for the orderly running of the school,
- pose a threat to another pupil or member of the public or
- could adversely affect the reputation of the school

Pastoral care for school staff:

The Governors would not expect automatic suspension of a member of staff who has been accused of misconduct, pending an investigation.

The Governors would, however, expect the Headteacher to draw on and follow the advice in the 'Dealing with Allegations of Abuse against Teachers and Other Staff' guidance when setting out the pastoral support school staff can expect to receive if they are accused of misusing their powers.