Leek High School

Statement of Principles for Promoting Good Behaviour

INTRODUCTION

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

Establishment and implementation of the policy lies with the Headteacher. The principles are intended 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.

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 this written statement. This document has been developed taking this guidance into account.

PRINCIPLES

The school's Behaviour Policy has been written to fulfil the Governors' duty of care to pupils and employees and to promote teaching and learning and high standards of attainment. The policy defines the measures that the school is taking to achieve these objectives.

The Governors have ensured that the Behaviour Policy has been written to comply with their responsibilities under equality legislation: for example, by making reasonable adjustments in its application to vulnerable pupils. It also supports The Talentum Learning Trust's commitment to improving outcomes for all pupils, eliminating all forms of discrimination, harassment and bullying, as well as promoting equality of opportunity, the welfare of pupils and good relations across the whole Trust.

In developing strategies for the management of behaviour in our school the policy makes use of both rewards and sanctions and establishes a climate where praise and encouragement far outweigh the frequency of punishment and admonition. Rewards are used to demonstrate that good behaviour is valued by the whole 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 other pupils from similar behaviour. In most cases, sanctions should be applied to individuals not groups. In support of the Trust's values of mutual respect, the policy supports restorative justice, repairing harm done to relationships and people, to encourage pupils to take responsibility for their action

The school's policy balances both collective and individual needs. The application of rewards and sanctions has regard to the individual situation and the individual student and the school is expected to exercise discretion and sensitivity in their use. However, different application of the policy should be used sparingly and rarely for behaviours that carry a risk to others. Where possible, the school should identify such pupils in advance and plan how the disciplinary framework will be applied to each of these pupils. Where rewards or sanctions are applied differently because of individual circumstances then, where appropriate, these adaptations may be explained to other pupils.

The Behaviour Policy makes clear the rights and responsibilities of all the community – pupils, staff, parents and Governors. The policy's framework of rules, rewards and sanctions should be clear to all those involved. The policy also includes a clear, structured framework that allows staff to treat similar behaviour in a consistent manner. It also includes provision for an appeal process against a sanction where a student or parent believes the school has exercised its disciplinary authority unreasonably.

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

ADOPTED BY THE GOVERNORS ON: **October 2020**

POLICY REVIEW DATE: **October 2021**