

The Governing Body's Statement of General Principles with Regard to Behaviour

Rationale and purpose

1. This Statement has been drawn up in accordance with the Education and Inspections Act, 2006, and DfE guidance (Behaviour and Discipline in Schools, 2012).
2. The purpose of the Statement is to provide guidance for the Headteacher in drawing up the school's Behaviour Policy so that it reflects the shared aspirations and beliefs of governors, staff and parents for the pupils in the school as well as taking full account of law and guidance on behaviour matters. It is intended to help all school staff to be aware of and understand the extent of their powers in respect of discipline and sanctions and how to use them. Staff should be confident that they have the Governors' support when following this guidance.
3. This is a statement of principles, not practice: it is the responsibility of the Headteacher to draw up the school's behaviour policy, though he must take account of these principles when formulating this. The Headteacher is also asked to take account of the guidance in DfE publication 'Behaviour and Discipline in Schools: a guide for Headteachers and school staff'
4. The Behaviour Policy must be publicised, in writing, to staff, parents/carers and pupils at least once a year.

Principles

5. The Governing Body of Brighton Hill Community School strongly believe that high standards of behaviour lie at the heart of a successful school that enables
 - (a) all its pupils to make the best possible progress in all aspects of their school life and work and
 - (b) all staff to be able to teach and promote good learning without undue interruption or harassment.
6. All pupils and staff have the right to feel safe at all times in school. There should be mutual respect between staff and pupils and between pupils. All visitors to the school

should feel safe and free from the effects of poor behaviour at all times and in all parts of the school.

7. Brighton Hill is an inclusive school. All members of the school community should be free from discrimination of any sort (as laid down in the Equality Act, 2010). To this end the school must have a clear and comprehensive Anti-bullying Policy that is known and understood by all, consistently applied and monitored for its effectiveness. Measures to protect pupils from bullying and discrimination as a result of gender, race, ability, sexual orientation or background should be clearly set out and regularly monitored for their effective implementation.

8. The school's legal duties under the Equality Act, 2010 in respect of safeguarding, pupils with Special Educational Needs and all vulnerable pupils should be set out in the Behaviour Policy and made known to all staff.

9. Parents/carers should be encouraged and helped to support their children's education, just as the pupils should be helped to understand their responsibilities during their time at school, in the local community and in preparation for their life after school. The responsibilities of pupils, parents/carers and school staff with respect to pupils' behaviour must be outlined in the 'Home School Agreement' which pupils and parents/carers must be asked to sign when a pupil joins the school.

10. The School Rules should be clearly stated in the Behaviour Policy. These should set out expected standards of behaviour, should be displayed in all classrooms and other, relevant parts of the school and shared with and explained to all pupils. The Governors of Brighton Hill expect the rules to be consistently applied by all staff and regularly monitored for their effectiveness.

11. The Governing Body would like to see a wide range of rewards consistently and fairly applied in such a way as to encourage and reward good behaviour in the classroom and elsewhere. These should be made clear in the Behaviour Policy and regularly monitored for their consistent, fair application and effectiveness.

12. Sanctions for unacceptable/poor behaviour should be known and understood by all staff and pupils and consistently applied. The full range of sanctions should be clearly described in the Behaviour Policy so that pupils, staff and parents can understand how and when these are applied. The Governing Body strongly feels that exclusions, particularly those that are permanent, must be used only as a very last resort. 'Unofficial' exclusions are illegal and so must be avoided. However, the Governing Body support the right of the Headteacher to exclude for a single offence, permanently if necessary, where it is considered that allowing the student to remain in school would seriously harm the education or welfare of that student or others in the school. The Headteacher may inform the police, as appropriate, if there is evidence of a criminal act or if he fears that one may take place e.g. if illegal drugs are discovered during a search;

cyber-bullying; criminal harassment. Sanctions should be monitored for their proper use and effective impact.

13. The Behaviour Policy should set out the disciplinary action that will be taken against pupils who are found to have made malicious accusations against school staff. The Governing Body expect the Headteacher to draw on the advice in Dealing with Allegations of Abuse against Teachers and other staff guidance document when setting out the pastoral support that school staff should expect to receive if they are accused of misusing their powers. Staff so accused should not be automatically suspended pending an investigation.

14. The Governing Body expect the Headteacher to include the following in some detail in the Behaviour Policy:

a. Screening and searching pupils: the reasons for searching pupils should be made explicit, together with details of who may search, where such searching should take place, what will happen to any banned items found as a result of such a search and what sanctions will be applied. It should also be made clear that parents do not have to be informed before a search. The Governing Body would expect authorised staff to be appropriately trained in how to carry out a search.

b. The power to use reasonable force or make other physical contact: the situations in which reasonable force may be used (including removing disruptive pupils from classrooms, or preventing them from leaving) should be stated. A definition of 'reasonable force' should be included, which should also explain how and when pupils may be restrained. The Governing Body would expect all staff to be trained in the use of reasonable force and restraint.

c. That given our duty of care to the students, this written statement and the policies that are influenced by it apply to all students when in school, when travelling to and from school, when engaged in extra-curricular activities such as educational trips and visits (residential and non-residential), when being educated as a member of Brighton Hill Community School off-site, when they are in some other way identifiable as a student at the school and when whether or not the conditions above apply, that their misbehaviour could have repercussions for the orderly running of the school, poses a threat to or bullies another student or member of the public or could adversely affect the reputation of the school.

d. In all circumstances the Headteacher will consider whether it is appropriate to notify the police or the anti-social behaviour coordinator in the Local Authority of the actions taken against a student and that if the behaviour is criminal or poses a serious threat to a member of the public, the police should always be informed. In addition, staff should consider whether the misbehaviour may be linked to the child suffering, or being likely

to suffer, significant harm. In this case the staff should follow the school's child Protection and Safeguarding Policy.

Review

This Statement of Principles will be reviewed every 2 years, or as necessary. The school Behaviour Policy will be reviewed and shared with the Governing Body every two years or as changes are made.

This statement of principle was agreed by the Governing Body November 2021