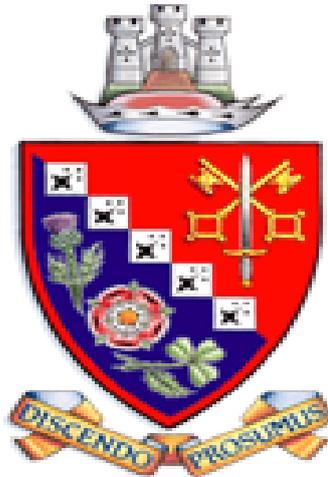


St Peter's Church of England Aided School



# **Behaviour for Learning Policy & Approaches**

**“The glory of God is a human being fully alive”**

**This policy was adopted by  
The Provision Committee  
on 26 January 2021**

**Date of next review: January 2024**

**Unique Policy No: 7  
Responsible Committee: Provision Committee  
Responsible SLT: Mr D Wilson**



# Behaviour for Learning Policy

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## Bible Verses on which our Vision and Mission Statements are founded



### **Habits for Character**

*So here's what I want you to do, God helping you. Take your everyday, ordinary life – your sleeping, eating, going-to-work, and walking-around life – and place it before God as an offering. Embracing what God does for you is the best thing you can do for him. Don't become so well-adjusted to your culture that you fit into it without even thinking. Instead fix your attention on God. You'll be changed from the inside out. Readily recognize what he wants from you, and quickly respond to it. Unlike the culture around you, always dragging you down to its level of immaturity, God brings the best out of you, develops well-formed maturity in you. (The Message Romans 12:1-2)*

### **Opportunities for All**

*Each of you should use whatever gift you have received to serve others, as faithful stewards of God's grace in its various forms. (NIV, 1 Peter 4:10)*

### **Personal Responsibility**

*So let's do it – full of belief, confident that we're presentable inside and out. Let's keep a firm grip on the promises that keep us going. He always keeps his word. Let's see how inventive we can be in encouraging love and helping out, not avoiding worshipping together as some do but spurring each other on, especially as we see the big Day approaching. (The Message, Hebrews 10:24-25)*

### **Excellence**

*Whatever you do, work at it with all your heart, as working for the Lord, not for human masters, since you know that you will receive an inheritance from the Lord as a reward. It is the Lord Christ you are serving. (NIV, Colossians 3:23-24)*

*Finally brothers and sisters, whatever is true, whatever is noble, whatever is right, whatever is pure, whatever is lovely, whatever is admirable – if anything is excellent or praiseworthy – think about such things. (NIV, Philippians 4:8)*

## St Peter's Church of England Aided School Vision and Mission Statements



### Vision Statement – what we aspire to be:

*Life to the full for everyone*

Developing character and bringing HOPE through wisdom, courage, compassion, and community.

### Mission statement – what we actually do:

Our passion for educating the whole character is supported by our **Principles of HOPE**.

We aspire to enable every member of St Peter's to be able to say, "People believe the best of me here. I am safe. I take considered risks in order to learn and grow. I bring the best of me to St Peter's and serve others to live the best life they can too."

Our **Principles of HOPE** are the means by which we achieve our vision. These are inspired by educational research and the Christian understanding of hope which is 'confident expectation' and 'firm assurance'.

This means that we aim to provide **HOPE** to everyone in every situation. **Our Principles of HOPE** are embedded into our daily life and our long term aims so we enable all to live 'life to the full' and become the best well-rounded characters they can.

#### **Principles of HOPE:**

**H**abits for Character

**O**pportunities for all

**P**ersonal responsibility

**E**xcellence

#### **Habits for Character**

Every day we aim to develop the whole character of every member of our community. **The St Peter's Character Compass** describes the **habits for character that support excellence in learning and** positive character development in all contexts.

Using **habits for character** helps everyone to be the best they can be through:

**H1** Performance and progress of Learning and Teaching

**H2** Responding positively to high quality feedback

#### **Opportunities for all**

Every day, we provide targeted, ambitious, planned and flexible **opportunities for** everyone to be the best they can be through:

**O1** Curriculum and extra-curricular provision

**O2** Leadership opportunities

#### **Personal Responsibility**

Every day, everyone takes **personal responsibility** to:

**P1** Create an environment in which everyone can live life to the full

**P2** Work positively with all stakeholders and external organisations.

#### **Excellence**

Every day, everyone contributes **excellence** in learning and behaviour in order to create a safe and inspiring learning environment. To do this we:-

**E1** Communicate respectfully and clearly in a timely way

**E2** Provide systems and partnerships that focus upon enabling **excellence**.

# Behaviour for Learning Policy

## 1. Preamble

The Governors expect and support the maintenance of good order and discipline in the school.

The Behaviour for Learning Policy reflects the School Vision and Mission on the previous page.

It is the responsibility of the Provision Committee to monitor the content and the application of this policy.

In its content and implementation it reflects relevant aspects of criminal law, the Children Act 2004, the legal obligations placed on the school under the Equality Act 2010, in respect of safeguarding and in respect of students with special educational needs (SEN) and the guidance contained in appropriate DFE Circulars, the Behaviour for Learning policy should acknowledge the school's legal duties namely: 'Behaviour and discipline in schools Advice for headteachers and school staff January 2016' and 'Behaviour and discipline in schools Guidance for governing bodies

Teachers have statutory authority to discipline students whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006).

- The power also applies to all paid staff with responsibility for students, such as teaching assistants.
- Teachers can discipline students at any time the student is in school or elsewhere under the charge of a teacher, including on school visits.
- Teachers can also discipline students in certain circumstances when a student's misbehaviour occurs outside of school.
- Teachers have a power to impose detention outside school hours.
- Teachers can confiscate students' property.

What the law allows:

Teachers can discipline students whose conduct falls below the standard which could reasonably be expected of them. This means that if a student misbehaves, breaks a school rule or fails to follow a reasonable instruction the teacher can impose a punishment on that student.

To be lawful, the punishment (including detentions) must satisfy the following three conditions:

- 1) The decision to punish a student must be made by a paid member of school staff or a member of staff authorised by the headteacher;
- 2) The decision to punish the student and the punishment itself must be made on the school premises or while the student is under the charge of the member of staff; and
- 3) It must not breach any other legislation (for example in respect of disability, special educational needs, race and other equalities and human rights) and it must be reasonable in all the circumstances.

A punishment must be proportionate. In determining whether a punishment is reasonable, section 91 of the Education and Inspections Act 2006 says the penalty must be reasonable in all the circumstances and that account must be taken of the student's age, any special educational needs or disability they may have, and any religious requirements affecting them.

The headteacher may limit the power to apply particular punishments to certain staff and/or extend the power to discipline to adult volunteers, for example to parents/carers who have volunteered to help on a school trip.

Schools should consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, school staff should follow the schools' safeguarding policy.

Teachers have a power to issue detention (including detention outside of school hours) to students and there will be times when this will be used as a sanction at St Peter's. Parental consent is not required for detentions.

The times outside normal school hours when detention can be given (the 'permitted day of detention') include:

- a) any school day where the student does not have permission to be absent;
- b) weekends - except the weekend preceding or following the half term break; and
- c) non-teaching days – usually referred to as 'training days', 'INSET days' or 'non-contact days'.

## 2. Approaches to Behaviour

Our approaches to behaviour both positive and negative are structured so that we can bring **HOPE** in a **distraction free classroom** to support our vision of '**Life to the full for everyone**'.

At St Peters to support students in behaving in the St Peter's way, we aim to recognise, praise and reward the positive behaviours we wish to see in our students. In particular by noticing and praising improved or consistent high standards of:

- Effort
- Use of The St Peter's Character Compass
- Behaviour
- Response to feedback
- Achievement high standards

And when things are not going well by seeking first to understand. As a community we seek to behave in ways that promote visible kindness and visible consistency in line with our principles of **HOPE**. All staff, students, parents/carers and carers are expected to take personal responsibility for the promotion and praise of positive behaviour

## 2. Rewards

We have our rewards system namely 'positive behaviour notes' assigned through Class Charts that encourage students to have a growth mind-set and a 'can do' attitude in all aspects of school life. Positive behaviours are clearly aligned to our Character Compass and for students who work hard and put in effort in lessons they are rewarded with a positive behaviour note which is communicated directly to home and the student's tutor. Recognition and reward will follow for students who display the positive characteristics we wish to see in our students. This will come in various forms such as Afternoon Tea with the Headteacher, commendation certificates or Half-Termly Praise & Celebration Assemblies.

## 3. Statement of Policy

Students are expected to abide by the school rules and regulations as set out in the following documents:-

- Praise
- Code for School and Classroom Expectations
- Standards and Expectations, including uniform details outlined in planner
- Student Support & Management flowchart
- Student Support & Management - Sanctions

This policy should be read in conjunction with the following school policies:

- Attendance Policy
- Exclusion Policy
- Anti-Bullying Policy
- Policy on Physical Restraint
- Drugs Policy

## 4. Lines of responsibility

### 4.1 The governing board

The Provision Committee is responsible for reviewing and approving the written statement of behaviour principles (appendix 1). The Provision Committee will also review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

### 4.2 The headteacher

The headteacher is responsible for reviewing this behaviour policy in conjunction with the Provision Committee giving due consideration to the school's statement of behaviour principles (appendix 1). The headteacher will also approve this policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

### 4.3 Staff

Staff are responsible for bring **HOPE** through a distraction free classroom, as such shall be:

- Implementing the behaviour policy consistently and fairly
- Modelling those positive behaviours and characteristic we wish to see in our students
- Providing a personalised approach to the specific behavioural needs of particular students
- Recording behaviour incidents

The senior leadership team will support staff in responding to behaviour incidents.

### 4.4 Parents and Carers

Parents and carers are expected to:

- Support their child in adhering to the student code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

### 4.5 Students

Students are expected to take **PERSONAL RESPONSIBILITY** for their own behaviour to enable staff to teach and promote learning without interruption or harassment. Students will follow our 4 guiding rules:

- Be Wise
- Be Compassionate
- Be Courageous
- Build our Community

Students will be made fully aware of the school policy, procedure, and expectations. Student will be have these rules modelled and explained by all staff, and through their assemblies, tutor program and VIP lessons.

Were students meet and excel within these rules this will be rewarded and celebrated. For those student who struggle to meet these rules they will be provided the appropriate support, but expected to take **PERSONAL REponsability** for any sanctions delivered.

## 5. Monitoring

This policy will be reviewed every three years by the Provision Committee

## 6. Procedures

### 6.1 Low level disruption

We have exceptionally high expectations for all of our students with respect to both behaviour and conduct, within lessons and during informal times at St Peter's. We have the following systems in place to deal with low level behaviour incidents:

**Negative Behaviour Notes**, these are issued on Class Charts for students who cause low level disruption in lessons or who forget PE Kit, homework or equipment.

**Red Card Detentions**, these are issued for low level disruption at break and lunch or for arriving after 8.30am to school and students receive a 20 minute lunchtime detention for these incidents.

**Reflection Room**, students are sent here after two incidences of low level disruption in lessons. Where they remain for the rest of the lesson and return after school to complete an hour's detention that day.

### 6.2 More serious incidents/repeated incidences of poor behaviour

More serious incidences are dealt with through approved sanctions authorised by HOY and SLT. Sanctions for serious incidents or repeated poor behaviour will result in a higher tier consequence. These may include:

- Isolation at St Peter's or another local school.
- Fixed Term Exclusion.
- A managed move to another school.
- Entry in the Bridge.
- Removal from school trips and residential's.
- Being withdrawn from opportunities to represent the school.

### 6.3 Bullying

**Bullying** is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying will not be accepted or condoned at St Peters. All forms of bullying will be addressed. Bullying can include:

- Physical pushing, kicking, hitting, pinching etc.
- Name-calling, sarcasm, spreading rumours, persistent teasing and emotional torment through ridicule, humiliation, and the continual ignoring of individuals
- Racial taunts, graffiti, gestures
- Sexual comments, and/or suggestions
- Unwanted physical contact

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying strategy.

### 6.4 Restorative Approaches – REPAIR and REBUILD

Students involved in poor behaviour are always given the opportunity to discuss and reflect on their behaviour and where appropriate will be asked to hold a restorative conversation with the aggrieved person, whether that be a student they have bullied or with a member of staff they have been rude to etc. The St Peter's Character Compass and restorative questions are useful tools to support thoughtful and positive reflection. Any student sent to the Reflection

Room automatically is asked to complete a form to reflect on their behaviour and how they can make better choices next time. They will be asked to discuss this with the teacher that has sent them and hold a 'REPAIR and REBUILD' conversation to support positive relationships and bring **HOPE**.

### **6.5 Multi-agency assessment for students who display continuous disruptive behaviour**

Schools should also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, the school should consider whether a multi-agency assessment is necessary. St Peter's engages with the Early Help process and will work with parents/carers to get support from external agencies where possible.

### **6.6 Use of reasonable force (see additional policy on Student restraint, use of reasonable force)**

In some circumstances, staff may use reasonable force to restrain a student to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents/carers

Who can use reasonable force?

- All members of school staff have a legal power to use reasonable force under section 92 of the Education and Inspections Act 2006
- This power applies to any member of staff at the school. It can also apply to people whom the headteacher has temporarily put in charge of students such as unpaid volunteers or parents/carers accompanying students on a school organised visit.

Details of our school's approach to use of reasonable force can be found in the Student restraint, use of reasonable force policy

### **Screening and searching students - Power to search students without consent**

In addition to the general power to use reasonable force as described in the above, headteachers and authorised staff can use such force as is reasonable given the circumstances to conduct a search for the following "prohibited items" (section 550ZB(5) of the Education Act 1996:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and other smoking paraphernalia
- Fireworks
- Pornographic images
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
- The school may search for prohibited articles using a hand held metal detector.

Force cannot be used to search for other items banned under the school rules

The following items are strictly prohibited and bringing such items onto the school site will likely incur a sanction at level 3 or above:

- Smoking/drugs paraphernalia
- Firecrackers, stink bombs etc.
- Objects that could cause harm to others e.g. knives, knuckle dusters, laser pens

Details of our school's approach to screening and searching can be found in the Student restraint, use of reasonable force policy

### **Mobile phones**

Mobile phones are allowed in school provided they are switched off in the student's bag. If seen or heard they will be confiscated. **Please note that confiscated mobile phones** will not be returned to students under any circumstances but can be collected by parents/carers (or a responsible adult associated with the owner) from a member of the senior leadership team (SLT) or Head of Year, a mutually convenient appointment having been made for the purpose. [Any student who hands in a mobile phone to the School Office at the beginning of the day will have it returned at the end of the school day]

Our policy on NO mobile phones in school (except for authorised use e.g. in photography with a pass) is in place to provide a distraction free learning environment. This also allows us the opportunity to eliminate cyber bullying as well as eliminating the opportunity of taking pictures and videos without permission and uploading these to the internet.

### **6.7 Behaviour beyond the school gate**

Staff have the power to discipline students for misbehaving outside of the school premises "to such an extent as is reasonable". Disciplining beyond the school gate covers the school's response to all non-criminal bad behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a member of staff or reported to the school. This includes:

- taking part in any school-organised or school-related activity
- travelling to or from school
- wearing school uniform
- in some other way identifiable as a student at the school where misbehaviour at any time, whether or not the conditions above apply, that:
  - could have repercussions for the orderly running of the school or potentially bring the school into disrepute
  - poses a threat to another student or member of the public or
  - could adversely affect the reputation of the school

In all of these circumstances the head teacher should also consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority of the actions taken against a student. If the behaviour is criminal or poses a serious threat to a member of the public, the police should always be informed. In addition, school staff should consider whether the misbehaviour may be linked to the child suffering, or being likely to suffer, significant harm. In this case the school staff should follow its safeguarding policy.

### **6.8 Pastoral care for school staff accused of misconduct**

Employers should not automatically suspend a member of staff who has been accused of misconduct, pending an investigation. The governing body should instruct the head teacher to draw on the advice in the DFE '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. Any behaviours by students such as malicious

accusations against school staff that have the potential to create negative impact on the school or staff or may bring the school into disrepute will be taken seriously. Sanctions will be proportionate to the situation but may include isolation, fixed term or even permanent exclusion.

## 6.9 Sanctions

We believe that the link between school and home is vital in matters of student support. Parents/ Carers will be informed and involved at an early stage when circumstances require a joint approach.

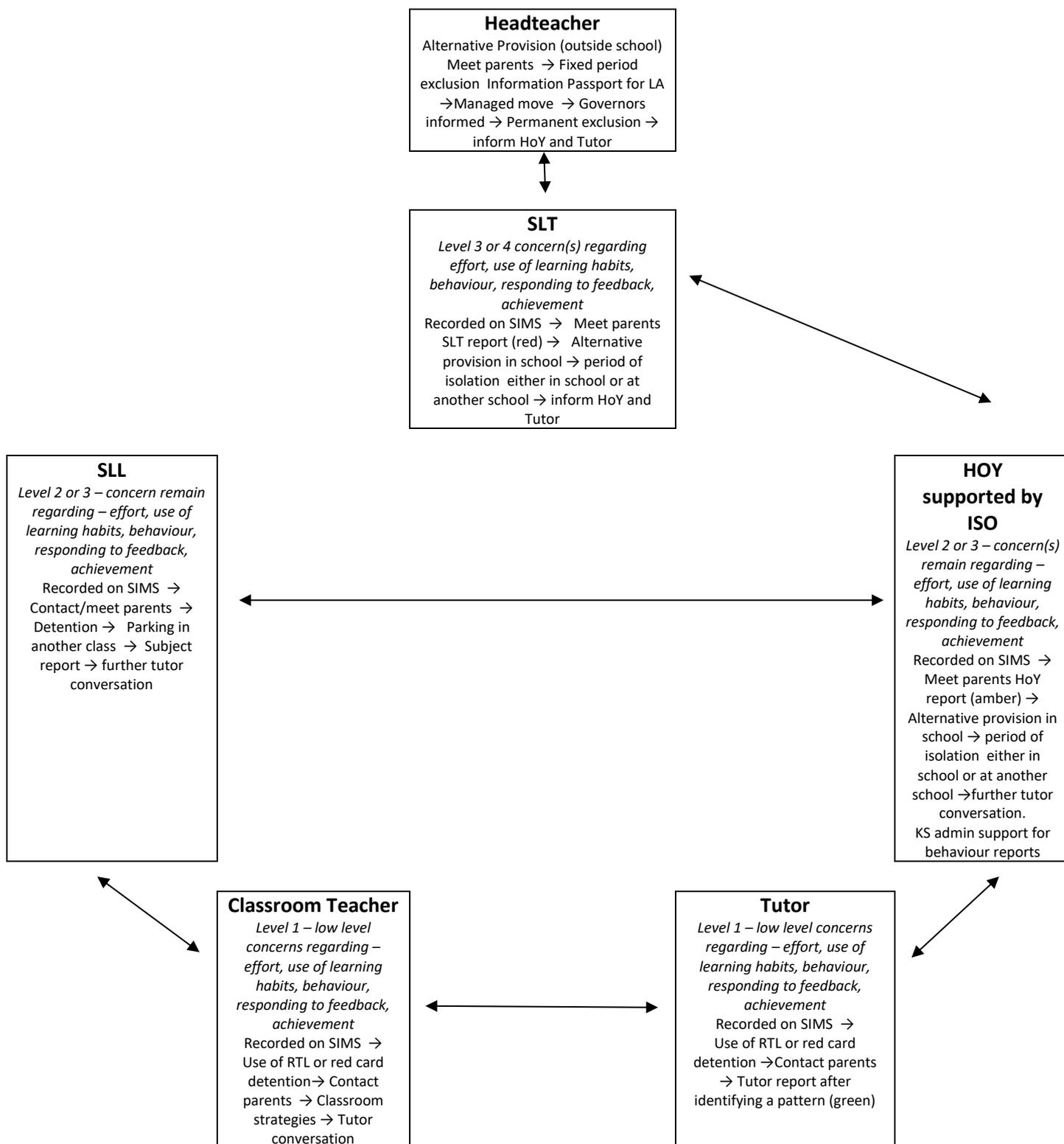
School rules exist for the well-being of staff and students, to ensure the highest expectations of learning, behaviour and attitude. We aim to encourage all students and staff to be responsible for progress emotionally, socially, and academically. It is particularly important for our students to take responsibility for their own actions and the consequences thereof.

We all need to be clear about these consequences, and the sanctions imposed when behaviour is unacceptable or school rules have been broken. Any sanctions will be implemented with the intention to rehabilitate rather than punish for the sake of it, and staff will make every effort to ensure that they are reasonable and proportionate.

The accepted sanctions in the school include:

- **Negative Behaviour Note** – In Class Charts which will be seen by Tutors, Head of Year (HoY), Senior Staff and parents/carers
- **Being Sent Out** – Students being asked to step out of the classroom for a short period of time to reflect.
- **Reflection Room** – Students will be sent to the reflection room on their second incident of low level distraction in a lesson.
- **Confiscation of Objects** – Where an object is either prohibited, illegal or causing a distraction to learning
- **Detention** – Examples of the detentions used are:
  - Late Detention for those students arriving after 8:30am (20 Mins)
  - Red Card Detention for those students causing low level disruption out of lessons. (20 Mins)
  - Reflection Detention for those students sent to the reflection room. (60 Mins)
  - Teacher/SLL Detention for those students failing to complete homework.
  - SLT Detention for those students failing to complete other detentions.
- **Referring the pupil to a senior member of staff**
- **Direct contact with home** – Where it is more important to discuss the behaviours rather than just notify
- **Putting a pupil 'on report'** – 3 stage report process Tutor>Head of Year>SLT
- **Agreeing a behaviour contract** – Making a student more accountable for their actions, and providing a n opportunity to reflect on their behaviours, improve self-control and provide opportunities for students to take personal responsibility.
- **Isolation** - This could be either on site or at another school dependent on the behavior.
- **Fixed term or permanent exclusion** - only by the Headteacher or their representative (see Exclusion Policy)

## 7. Behaviour for Learning procedures flow chart



## 8. Behaviour for Learning

### Student support and management – flow chart

#### Level 1

<b>Action by:</b> Subject teacher, tutor	<b>Problem</b> Low level disruption L1 incidents e.g. low level concerns regarding effort, use of learning habits, behaviour, response to feedback, achievement.	<b>Strategies</b> <ul style="list-style-type: none"> <li>Log incidents on SIMS and after two incidents send to the Reflection Room, logging on Class Charts</li> <li>Tutor conversation</li> </ul>
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#### Repeated level 1

<b>Action by:</b> Subject teacher, tutor	<b>Problem</b> Student has received a number of low level behaviour points and is a concern	<b>Strategies</b> <ul style="list-style-type: none"> <li>Student placed on subject/tutor report with individual subject teacher/tutor</li> <li>Contact parents</li> </ul>
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#### Level 2

<b>Action by:</b> Teacher, Support staff, ISO	<b>Problem</b> Ongoing concerns regarding effort, failure to submit homework, concerns regarding effort, use of learning habits, behaviour, response to feedback, achievement.	<b>Strategies</b> <ul style="list-style-type: none"> <li>30-60 min detention with individual's subject teacher/tutor for student to take responsibility for progress.</li> <li>Contact parents</li> <li>Tutor green report</li> </ul>
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or

<b>Action by:</b> Subject learning leader, Head of Year	<b>Problem</b> Student has been on green report and concerns regarding one or more – effort, use of learning habits, behaviour, response to feedback, achievement.	<b>Strategies:</b> <ul style="list-style-type: none"> <li>SLL or HOY to put on amber report</li> <li>Contact parents</li> <li>Tutor informed</li> </ul>
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#### Level 3

<b>Action by:</b> Teacher and SLL/HoY to make final informed decision	<b>Problem</b> Student has been involved with level 3 incident or been sent to Reflection Room a number of times	<b>Strategies:</b> <ul style="list-style-type: none"> <li>Student placed in internal isolation room or short term exclusion after HoY makes parent aware</li> <li>Tutor informed</li> </ul>
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<b>Action by:</b> HoY, ISO, SLL, SLT link	<b>Problem</b> Student placed in isolation on more than one occasion or has been on amber report and is still a cause for concern.	<b>Strategies</b> <ul style="list-style-type: none"> <li>Re-tracking/re-integration meeting with student &amp; parent</li> <li>Student placed for a day in another school's inclusion unit</li> <li>Student placed on red report with SLT link</li> <li>Tutor informed</li> </ul>
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#### Level 4

<b>Action by:</b> SLT link, Student support, ISO or HoY	<b>Problem</b> <ul style="list-style-type: none"> <li>Student been on red report and further concerns across subjects regarding one or more – effort, use of learning habits, behaviour, response to feedback, achievement.</li> <li>One off serious incident</li> </ul>	<b>Strategies</b> <ul style="list-style-type: none"> <li>Student placed for two days in another school's inclusion unit</li> <li>Contact parents</li> <li>Tutor informed</li> </ul>
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<b>Action by:</b> SLT link - Student support, ISO or HoY	<b>Problem</b> Student placed for two days in another school's inclusion unit and still a cause for concern	<b>Strategies</b> <ul style="list-style-type: none"> <li>Warning – meeting with SLT/HoY/student/parents where a contract is drawn to significantly improve effort, use of learning habits, behaviour, response to feedback, assessment</li> <li>Tutor informed</li> </ul>
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<b>Action by:</b> SLT link, ISO, Student support or HoY	<b>Problem</b> Student breaks contract	<b>Strategies</b> Student placed in another school as a managed move or placed on an adapted timetable <ul style="list-style-type: none"> <li>Student placed in another school as a managed move or placed on an adapted timetable</li> <li>Contact parents</li> <li>Tutor informed</li> </ul>
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<b>Action by:</b> Head teacher/Governors or SLT	<b>Problem</b> Student has been on a managed move and remains a cause for concern.	<b>Strategies</b> <ul style="list-style-type: none"> <li>Final warning at risk of permanent exclusion – Student placed on Head teacher's report</li> <li>Contact parents</li> <li>Tutor informed</li> </ul>
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#### Level 5

<b>Action by:</b> Governors/Head teacher	<b>Problem</b> Further incidents	<b>Strategies</b> <ul style="list-style-type: none"> <li>Permanent exclusion</li> <li>Tutor, HoY, ISO informed</li> </ul>
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## Appendix 1: written statement of behaviour principles

At St Peter's Church of England Aided School we aim to achieve our vision and mission statement of ***Life to the full for everyone***. Delivering **HOPE** through wisdom, courage, compassion, and community.

All aspects of behaviour management are built on the values of the school, and the following principles:

1. The principles of **HOPE** apply to all members of our community.
2. Every student understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
3. Students are encouraged to take **Personal Responsibility** for their actions,
4. Families, parents and carers are involved in supporting behaviour to foster good relationships between the school and students' home life
5. St Peter's Church of England Aided School is an inclusive school and as such all students, staff and visitors are free from any form of discrimination
6. Staff, parents and volunteers set an excellent example to students at all times
7. All policies are underpinned and supportive of our school values and ethos
8. Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
9. The behaviour policy is understood by students and staff and behaviour in all contexts will be managed using a positive approach.
10. The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions

The governing board also emphasises that violence, threatening or potentially criminal behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the Governors Provision Committee every three years.

Next Review Date: Jan 2024