



Statement of Behaviour Principles

Review cycle: Annual

Approval level: Governing Body

Tier: 1

Staff responsible for review: Chair of Governors

Approved: 25/07/2024

Date of next review: September 2025

The Department for Education requires that the governing boards of maintained schools publish a statement of behaviour principles for their school. The Governing Board 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. This Statement of Behaviour Principles, has been produced to reflect both the 'Behaviour and Discipline in Schools – Guidance for Governing Bodies' (DFE - July 2013) document and the school's core values – Ambition, Respect, Care and Honesty (ARCH). It has been designed to apply equally to all those involved with the schools – pupils, all staff, governors and parents/carers.

Governors are committed to ensuring that the safety and happiness of each child is paramount, and we recognise that the effective and consistent application of the values of Respect (Respect for yourself, the community and the wider world) and Care (Caring for yourself, the community and the wider world) is critical in ensuring that self-regulation is the foundation of successful behaviour management.

Todmorden High School is an inclusive school. We are committed to promoting respect, fairness and social inclusion and these are the principles underlying our Behaviour for Learning Policy. We are committed to improving outcomes for our students and staff, and to promoting good relations across the whole school community.

Right to feel safe at all times:

- All students, 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 **care** and **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, underpinned by effective self-regulation and pupils' appreciation of the need to follow the school's values, lie at the heart of a successful school.
- Good teaching and learning promote good behaviour and good behaviour promotes effective learning.
- Students have the right to learn and to achieve their potential in all aspects of their lives and staff have the right to teach, and carry out their other work.
- 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 students outside school in encouraging them to become happy and successful citizens.
- It is expected that all adults (staff, volunteers, governors and parents/carers) will set excellent examples to the students at all times. The values of the school apply equally to all members of the school community.

Inclusivity and Equality:

- We are an inclusive school, we believe in equality and in valuing all individuals equally. We believe all members of the school community should be free from discrimination, harassment and bullying, and will not tolerate such behaviours in any form. Measures to counteract bullying and discrimination will be consistently applied and monitored to ensure their effectiveness.
- The school's legal duties in order to comply with the Equality Act 2010 and which are described in the School's Equality Policy will be further reinforced through the Behaviour for Learning Policy and Anti-Bullying Policy and seek to safeguard vulnerable students. We recognise some students may need additional support to meet behaviour expectations.

School Rules:

- The Governors expect rules to be simple and kept to a minimum.
- The Governors believe in consistent systems differentiated by age, based upon the principle of all individuals

taking responsibility for their actions, having recognised the consequences of their choices.

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

Rewards:

- We believe positive behaviours should be praised in order to encourage good behaviour in the classroom and elsewhere in the school
- The Governors expect the rewards system to be consistently applied and, where possible, measurable. It 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, students and parents/carers including those involved in extended provision.
- It is important that sanctions are monitored for their proper use, consistency and effective impact.

ARCH:

- We support the regular and consistent reinforcement of the ARCH values when utilising both praise/rewards and sanction mechanisms.

Home/School Agreement:

- The Home/School Agreement is an important part of communicating our approach so that parents/carers can be encouraged to support their child, just as the students should be helped to understand their responsibilities during their time at school, in the wider community and in preparation for their life after school.
- The responsibilities of students, parents/carers, and all school staff with respect to their and their children's behaviour, should be outlined in the Home School Agreement which student, parents/carers and teachers must be asked to sign when a student joins the school.

The Use of Reasonable Force:

- The Governors expect the Positive Behaviour & Attitude to Learning 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 event of individuals carrying out the following (see Section 93 of the Education and Inspections Act 2006):
 - committing any offence,
 - causing personal injury to, or damage to the property of, any person (including the pupil him/herself), or,
 - Prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise.

The Governors expect that:

- Staff who need or are required to use reasonable force are authorised to do so and are appropriately trained in the use of positive handling and restraint.
- 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 student may have a Pupil Passport if appropriate which could specify a particular physical intervention technique for the student concerned.

The power to discipline for behaviour outside the school gates:

The Governors expect staff to respond to non-criminal poor behaviour and bullying on the part of pupils which occurs anywhere off the school premises and which is witnessed by a member of staff or reported to the school. The Behaviour for Learning Policy should include the school's response to any negative behaviour when the student is:

- Taking part in any school-organised or school-related activity, wearing school uniform, or identifiable as a student at the school.

Even if the conditions above do not apply, the Behaviour for Learning 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 student, member of the public or could adversely affect the reputation of the school.

Pastoral care for school staff:

The Positive Behaviour & Attitude to Learning Policy must include details of how the school will respond to an allegation against a member of 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.

In addition, the Behaviour for Learning Policy should set out the disciplinary action that will be taken against students who are found to have made malicious accusations against school staff.