

## BEHAVIOUR PRINCIPLES - WRITTEN STATEMENT

### Document Control

Updated:	Next Review:	Review by:	GB / Committee Ratification Date:
	05/26	Chair of board	05/25

Statutory Rationale and Purpose - This statement has been drawn up in accordance with the Education and Inspections Act, 2006, 2011 and DfE guidance (Behaviour in Schools, 2024).

The purpose of this statement is to provide guidance for the Head teacher in drawing up the school's behaviour policy so that it reflects the shared aspirations and beliefs of Governors, staff and parents/ carers/ guardians for the pupils at Harlington 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 recognising, rewarding and teaching children about the expectations of the behaviour curriculum.

The Governing Body of Harlington School instructs the Headteacher to adapt and use a trauma-informed therapeutic model that supports behaviour and values education as the key to a safe, calm and purposeful learning environment. In addition, the Governing body accept that in order to follow a supportive and therapeutic approach there will at times need to be measures taken, in accordance with the law, that require disciplinary measures and sanctions, especially where other means of support have proven ineffective or not consistent. Staff should therefore be confident that they have the Governors' support when following this guidance.

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 staff. The school behaviour policy must be publicised, in writing, to staff, parent's/carers/ guardians and pupils at least once a year.

## **Principles**

The Governors of Harlington School believe that high standards of behaviour and a clear values driven behaviour curriculum lie at the heart of a successful school that:

- a) ensures that all staff (employed, voluntary or external providers) are aware of the need to understand context, background and environmental factors that impact the lives our children
- b) enables all its pupils to realise their potential to be the best version of themselves by making their best possible progress in all aspects of their school life and work
- c) all staff to be able to teach and promote good learning without undue interruption or harassment.

For these core aims to be successful it is essential that all employed staff, any volunteers or any external body coming into school in any supportive capacity is aware that the Governing Body direct that;

- 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 each other. 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.
- Harlington 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, monitored and where appropriate, incidents recorded. 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.

- 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.
- The school's legal duties under the SEN Code of Practice (2014) in respect of students with SEN should be set out in the SEN offer and recognised and supported within the framework of the behaviour policy.
- Parents / carers/ guardians should be encouraged and helped to support their pupils' 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/ guardians and all school staff with respect to pupils' behaviour must be outlined in the Behaviour Policy, reviewed annually and be made available on the website and sent to parents each academic year.
- The school's behaviour expectations should be clearly stated in the Behaviour Policy. These should set out the valued and expected standards of behaviour and should be displayed in all classrooms and other relevant parts of the school and shared with and explained to all pupils. The Governors expect the behaviour policy to be consistently applied by all staff and regularly monitored for their effectiveness.
- The Governing Body recognise that, as adults, all employed staff, volunteers and external providers entering our school environment must reflect, support, value and model the valued and expected standards of behaviour. By doing so we recognise our primary care role as educators and the expectation to be role models, whilst being compassionate in order to build relationships through acknowledging the complexities and context of each child's own unique individual journey and experience. The Governing Body identifies the need to build positive relationships as the key to enriching the lives of our pupils.
- Governors would like to see a wide range of recognition and rewards, consistently and fairly applied in such a way as to encourage and reward expected and valued behaviours in the classroom and elsewhere. These should be made clear in the Behaviour Policy and regularly monitored for their consistent, fair and appropriate application and effectiveness.
- Governors see a major difference between equality (treating everyone the same) and Equity (giving everyone what they need to succeed). The governing body seeks for the Headteacher to build a fair and equitable approach to behaviour that enables each child to be supported to realise their potential to succeed.
- The Governing Body understands that there needs to be protective and educational consequences for dangerous, detrimental and discriminatory behaviours. The governing body give the Headteacher the authority to shape, in line with these principles' sanctionable responses in line with statutory guidance. The consequences of dangerous, detrimental, discriminatory and

any yet to be identified harmful behaviours should be supported within the framework of a trauma informed, therapeutic approach, whilst also acknowledging that for law-and-order consequences should meet the threshold litmus test of a safe, calm and purposeful running of the school.

- The Governors strongly feel that exclusions and suspensions, particularly those that are permanent, should be used only as a very last resort. 'Unofficial' exclusions are illegal and so must be avoided. As such the governing body recognise that alongside valued behaviours and expectations sanctions may be required to enable the headteacher to maintain a safe, calm and purposeful learning environment. Sanctions for unacceptable / poor behaviour should be known and understood by all staff, parents / guardians/ carers and pupils and consistently equitably and fairly. The full range of sanctions should be clearly described in the Behaviour Policy so that pupils, staff and parents/ carers/ guardians can understand how and when they are applied. The Governors strongly feel 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.
- 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. Sanctions should be monitored for their proper use and effective impact.
- The Behaviour Policy should set out both the support and possible disciplinary and protective consequences that can be taken in support of a safe, calm and purposeful learning environment.

Any pupils who are found to have made malicious accusations against school staff will require:

- The Governors expect the Headteacher to draw on the advice in Dealing with Allegations of Abuse against Teachers and other staff guidance documents 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. The Governors expect the Headteacher to include the following in some detail in the Behaviour Policy:
- The power to screen and search pupils, in line with Government guidance 'Searching, screening and confiscation' advice for schools 2022: Teachers' powers to screen and search include the power to do so without consent for "prohibited items" (any item banned by the school rules which has been identified in the rules as an item which may be searched for).
- The power to use reasonable force or make other physical contact, in line with 'Use of reasonable force and other restrictive intervention guidance' 2025: the situations in which reasonable force may be used (including removing disruptive pupils from classrooms or preventing them from leaving) should be stated.
- The power to discipline outside the school gates: disciplining beyond the school gates covers the school's response to all criminal, non-criminal, detrimental and dangerous behaviours and bullying that occurs anywhere off the school premises.
- The Governors must be satisfied, in all situations arising, that the measures proposed by the Headteacher are lawful and that staff and pupils know that sanctions can be applied in these circumstances.