



**RALPH THORESBY SCHOOL**

Ambition and Achievement for All

# Behaviour Principles Statement

## Ralph Thoresby School Behaviour Principles Statement (DRAFT)

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# Behaviour Principles Statement

## 1 Introduction

This statement of principles from the Governing Body of Ralph Thoresby School has been developed in line with the Education and Inspections Act (2006) and DfE guidance: Behaviour and Discipline in Schools (January 2016). The purpose of the statement is to provide guidance for the Headteacher in developing the school's Behaviour Policy so that it reflects the vision, ethos and core values of the school.

The behaviour principles, and supporting policy, are designed to provide a consistent framework which enables 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. This is a statement of principles, not practice; it is the responsibility of the Headteacher and supporting senior leaders to develop and embed the school's Behaviour Policy.

## 2 Principles

- The Governors of Ralph Thoresby School strongly believe that high standards of behaviour and discipline lie at the heart of a successful school.
- Governors expect that a restorative approach is effectively supported through the school's Behaviour Policy.
- The Behaviour Policy should embed the school's mission statement: 'Creating a school environment in which students feel safe, are enabled to build positive relationships with all staff and where learning is valued and cultivated'.
- Behaviour sanctions are upheld as crucially important to encourage high standards of behaviour and discipline. However, this should be done in a way which supports students to understand, take responsibility for and change their behaviour.
- The approach should enable:
  - All pupils to make the best possible progress in all aspects of their school life
  - All pupils to feel safe and secure in school
  - All staff to be able to teach and promote good learning without interruption or lost learning time
  - All students to understand, take responsibility for and improve their behaviour
- Ralph Thoresby School is an inclusive school which strives to ensure every child is free from discrimination of any sort (as laid down in the Equality Act, 2010). To support this, the school must have effective anti-bullying policy and procedures.
- Where bullying does occur, whether in school or outside of school, the school will respond and ensure the wellbeing of all pupils. Measures to protect pupils from bullying and discrimination, as a result of gender, race, ability, sexual orientation, religious belief (or lack of belief), CLA status, disadvantage or background, are set out in the anti-bullying policy.
- Ralph Thoresby School is committed to working in partnership with parents and carers. A shared understanding of the school's behaviour policy is encouraged and parents and carers should have a





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key role in ensuring that they understand their child's behaviour progress as well as helping their child to understand their responsibilities at school, in the local community and in preparation for their life after school.

- Expected standards are clearly set out in the Behaviour Policy. Behaviour systems, routines and procedures are shared with and explained to all pupils, as part of assemblies and in coaching sessions. The Governors expect the rules to be consistently applied by all staff and regularly monitored for effectiveness.
- Student rewards should be known and understood by all staff and pupils and consistently applied.
- Sanctions for unacceptable/poor behaviour should be known and understood by all staff and pupils and consistently applied. The full range of sanctions are explained in the Behaviour Policy so that pupils, staff and parents can understand how these are applied.
- Exclusions are a necessary part of the school behaviour system, but must be used only as a last resort, particularly those that are permanent, y.
- The Headteacher may inform the Police if there is evidence of a criminal act or a fear that one may take place (e.g. if illegal drugs are discovered during a search; cyber-bullying; harassment).
- The Headteacher, or appropriate senior leader, should report back to Governors on key features of school behaviour including, but not limited to, Attitude to Learning, use of Fixed Term Exclusions, hate-related incidents, internal performance indicators and the performance of vulnerable groups within these categories.

### 3 Expectations

Governors expect that the following points outlined in the Department for Education's "Behaviour and discipline in schools. Guidance for governing bodies" are covered in the schools Behaviour Policy.

#### Screening and Searching Pupils:

- The reasons for searching pupils should be made explicit which items are banned and which may be searched for, 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. Governors expect authorised staff to be appropriately trained in how to carry out a search.

#### The Power to Use Reasonable Force or Make other Physical Intervention:

- 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. Governors expect all staff to be trained in the use of reasonable force and restraint.

#### The Power to Discipline beyond the School Gate





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- The School has the right to discipline pupils for poor behaviour which occurs beyond the school gates in certain circumstances. The Governing Body asks the head teacher to make it clear to pupils that they are ambassadors for the school. The school should also make clear in its behaviour policy, how it will respond to poor behaviour where a pupil is:
  - Taking part in a school-organised or school-related activity
  - Travelling to or from school
  - Wearing school uniform
  - In some other way identifiable as a student of Ralph Thoresby School.

## Pastoral care for school staff

- The school should not automatically suspend a member of staff who has been accused of misconduct, pending an investigation. Governors expect the Headteacher to draw on the advice in 'Dealing with Allegations of Abuse against Teachers and Non-Teaching 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.

## When a multi-agency assessment should be considered for pupils who display continuous disruptive behaviour.

- Ralph Thoresby School will make reasonable adjustments for students, providing they are pro-active, planned for and understood as part of an attempt to meet student need. This cannot be at the expense of whole-school discipline and must not have a negative effect on the behaviour of others. Ralph Thoresby School is committed to working alongside outside agencies including, but not limited to, the North West Area Inclusion Partnership, INW Cluster, SENSAP, SENIT and the Virtual School to seek and explore solutions that are not available within the school's universal or targeted provision.

## The Use of Appropriate Safeguarding Related Policy and Documentation, including:

- Prevent, Child Protection, Dealing with Allegations of Abuse Against Teachers and Non-Teaching Staff and Keeping Children Safe in Education.

## 4 Policies

The Behaviour Principles Statement should be read in conjunction with:

- Attendance Policy
- Behaviour Policy
- Safeguarding and Child Protection Policy

