



# ALSTON MOOR FEDERATION

## Written Statement of Behaviour Principles

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### **Aim**

The Education and Inspections Act 2006 and DfE guidance document for governing bodies (Behaviour and Discipline in Schools, 2015) requires the governing body to produce and frequently review a written statement of general behaviour principles to guide the Headteacher in determining measures to promote good behaviour and discipline amongst students.

This document is a written statement of behaviour principles, not practice. The purpose of this statement is to give clear guidance to the Headteacher of the principles around which the Federation Behaviour for Learning Policy will be formed and followed. The Headteacher and Senior Leadership team will develop the Behaviour for Learning Policy with reference to the DfE guidance document Behaviour and Discipline in Schools – Advice for Headteachers and School Staff, January 2016.

In deciding on these Behaviour Principles, the Governors have consulted with parents, students, school staff and the Headteacher to ensure that the Principles are both relevant and appropriate for the standard of behaviour expected.

The Written Statement of Behaviour Principles will be reviewed regularly to take account of any legislative or other changes which may affect the content or relevance of this document. The Statement is published on the school's website.

### **Principles**

#### **The Right to Feel Safe At All Times**

All students, staff and visitors always have the right to feel safe whilst at any of the three schools within the Alston Moor Federation. There should be mutual respect between staff and students, students and their peers, staff and their colleagues and staff and parents/carers or other visitors to the schools.

The Behaviour for Learning Policy should consider the requirements of the Education Act 2002 in relation to safeguarding and promoting the welfare of children.

Bullying or harassment of any description is unacceptable, even if it occurs outside normal school hours and will be dealt with in accordance with the sanctions laid out in the Behaviour for Learning Policy with reference to the Anti-Bullying Policy.

All staff must be aware of the risk of radicalisation and be alert to changes in a student's behaviour which could indicate that they may need help or protection. Students' resilience to radicalisation will be built up by achieving a positive ethos within the Federation as laid out in the Behaviour for Learning Policy and with the promotion of fundamental British values.

### **High Standards of Behaviour**

The Governors at Alston Moor Federation strongly believe that high standards of behaviour lie at the heart of a successful school. Such expected behaviour will enable all its young people to make the best possible progress in all aspects of their school life and work, and all staff to be able to teach and promote good learning without interruption.

The Governors expect students should be given opportunities and openly encouraged to support each other in the process of positive reinforcement, personal growth, learning and recognising good behaviour.

The 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 young people outside school in encouraging them to become acceptable members of the wider community.

Teachers will be expected to deal quickly and effectively with low-level disruption in lessons so that all students right to learning is unaffected.

### **Inclusivity and Equality**

Our Federation of schools are inclusive. All members of the school community should be free from discrimination of any description and this is further recognised in our Equality Policy and Anti-Bullying Policy and promoted in the day-to-day running of the schools.

The school's legal duties to comply with the Equality Act 2010 will be further reinforced through the Behaviour for Learning Policy and will seek to safeguard vulnerable pupils, particularly those with special educational needs and/or disability and ensure reasonable adjustments in the Behaviour for Learning Policy are made as required.

Support and assessment both internally and through external agencies should be made available as necessary to students who display continued disruptive behaviour.

## **Federation Rules**

The Behaviour for Learning Policy must include details of the Federation rules. These should set out the expected standards of behaviour, be displayed in all classrooms and shared with and explained to all students in an age-appropriate manner.

The Governors expect that all rules are applied consistently across the whole Federation by all staff. The rules should be clear and explained to ensure that all staff have the confidence to apply the rules appropriately and where necessary, give rewards for good behaviour and the appropriate level of sanction for inappropriate or poor behaviour.

## **Rewards**

Governors expect the Behaviour for Learning Policy to include a wide range of rewards which are clear and enable all staff to apply them consistently and fairly across the whole of the Federation.

The rewards system will be designed to encourage good behaviour in the classroom and elsewhere in the schools.

The Governors expect that any rewards system is explained to others who have responsibility for students such as extended school provision and home to school transport so that there is a consistent message to students that good behaviour reaps positive outcomes.

The rewards system must be regularly monitored for consistency, fair application and effectiveness.

## **Sanctions**

Sanctions for unacceptable/poor behaviour should be known and understood by all staff and students. Like rewards, sanctions must be consistently, fairly and proportionally applied across the whole Federation, including extended school provision and home to school transport. The range of sanctions must be described in the Behaviour for Learning Policy so that all concerned are aware of and understand how and when the sanctions will be applied.

The Governors strongly feel that exclusions, particularly those that are permanent, must only be used as the very last resort. 'Unofficial' exclusions are illegal and so must be avoided. The Headteacher may inform the Police, where necessary and appropriate, if there is evidence of a criminal act or it is thought that one may take place.

The Behaviour for Learning Policy and Exclusions Policy should explain how and when exclusions (both fixed-term and permanent) will be used as a sanction. The policies should include the provision for an appeal process against a sanction where a student or parent/carer believes the federation has exercised its disciplinary authority unreasonably.

It is important that sanctions are monitored for their proper use, consistency and effective impact.

### **Power To Screen And Search Pupils**

The Governors expect the Behaviour for Learning Policy to clearly explain to staff and others with authority their powers in relation to the screening and searching of pupils for items which are 'prohibited' and/or banned in accordance with the Federation rules.

### **The Use Of Reasonable Force**

The Governors expect the Behaviour for Learning Policy to clearly outline the circumstances where staff may use reasonable force and other physical contact to control inappropriate behaviour including removing disruptive students from classrooms or preventing them from leaving.

A definition of 'reasonable force' should be included which will explain how and under what circumstances students may be restrained.

The Governors expect that appropriate and 'authorised' staff are appropriately trained in the use of reasonable force and restraint and that all staff are given advice on de-escalation and behaviour management techniques.

Mention should also be made of Individual Positive Behaviour Plans which may specify particular physical intervention techniques if needed for a specific student.

### **The Power To Discipline For Behaviour Outside The School Gates**

The Governors expect the Behaviour for Learning Policy to set out the federations response to non-criminal bad behaviour and bullying (including 'cyberbullying' and 'sexting') which occurs anywhere off the federations premises and which is witnessed by a member of staff or reported to the school.

The Policy should include the Federations response to any bad behaviour when the student is:

- Taking part in a Federation organised or related activity
- Travelling to or from Federation premises and / or venues
- Wearing Federation uniform or in some other way identifiable as a student of the Federation

Even if the conditions above do not apply, the Policy must take account of misbehaviour at any time which:

- could have repercussions for the orderly running of the Federation
- poses a threat to another student or member of the public

- could adversely affect the reputation of the Federation

**Pastoral Care for Federation Staff**

The Behaviour for Learning Policy must include details of how the Federation 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 Federation 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 Federation staff.

**Monitoring Arrangements**

This policy will be reviewed every two years by the Governing Board.

<b>Version Control</b>	
Created by:	Headteacher
Approved by:	Full Governing Body
Date approved on:	June 2023
Next review due by:	March 2025