Governors' Statement of General Principles with Regard to the Behaviour of Pupils

This statement has been drawn up in accordance with the Education and Inspection Act 2006 and the Department for Education (DfE) Guidance for Governors on Behaviour and Discipline in Schools, September 2015 and the Department for Education (DfE) Advice for Headteachers and School Staff 2022.

The purpose of the statement is to provide guidance to the Headteacher in drafting the school's Behaviour Policy so that it reflects the values of the school and the shared aspirations of governors, parents/carers of pupils, staff and pupils at the school as well as taking full account of law, guidance and advice on behaviour matters.

This is a statement of principles, not practice: it is the responsibility of the Headteacher to draw up the behaviour policies at The Hollybrook Schools, although they must take account of these principles when formulating this. The Headteacher must also ensure that the Behaviour Policy is made available to staff, parents/carers and pupils annually as well as being posted on the school's websites. The Policy and Statement of Principles will be reviewed annually.

Our Behaviour Principles

- The Hollybrook Schools are inclusive. Everyone should be free from discrimination, harassment and victimisation of any sort. Equity is when everyone gets what they need in order to achieve.
- Everyone has the right to feel safe at all times: All children and staff have the right to feel safe at school, as do visitors to the school.
- Bullying or harassment of any description is unacceptable, even if it occurs outside normal school hours.
- Every pupil should be educated in an environment where they feel valued, listened to and respected.
- Children should be encouraged to be accountable for their actions and the potential impact on themselves and others.
- Consequences should enable a pupil to reflect on and learn from a situation and to make reparation wherever possible (restorative).
- Children should be supported to build self-discipline, empathy and emotional resilience through the development of strong self-regulation systems.
- Adults in school should model, maintain, encourage and promote positive behaviour and the principles of fairness and justice.
- High expectations for positive behaviours and attitudes towards learning provide the foundations for our children to become confident, resilient and self-assured learners.
- The schools should work in partnership with parents/carers to develop and promote positive behaviours and seek advice from appropriate outside agencies wherever necessary.
- Suspension and exclusion from school are a last resort. Any suspension or exclusion should be issued in accordance with guidance from the Trust and the Local Authority.
- The Behaviour Policy will recognise that children have varying needs and backgrounds and some pupils may need additional support to meet the behaviour expectations of the school. The school has legal obligations (Equality Act 2010) in meeting the needs of pupils identified as having Special Educational Needs and those identified as 'vulnerable' and will seek the involvement of external agencies to assist in behaviour support as and when necessary.

This written statement and the policies that are influenced by it apply to all pupils when in school, when engaged in extra-curricular activities such as trips and visits (residential and non-residential and when travelling to and from school and whilst they are wearing the school uniform off-site.