

The Yare Education Trust
Statement on Behaviour Principles

September 2016



**THE
YARE EDUCATION
TRUST**

Trustees' Written Statement of General Principles to Guide the Principals/Headteachers in Determining Measures to Promote Good Behaviour

Principles

The Behaviour Policy should be written to fulfil the Trustees' duty of care to students and employees, promote learning and teaching and high standards of attainment. The policy should define measures to achieve these objectives.

The Trustees expect the Behaviour Policy to be in accordance with their responsibilities under equality legislation: for example, by making reasonable adjustments in its application to vulnerable students. It should also support the schools' commitment to improving outcomes for all students, eliminating all forms of discrimination, harassment and bullying, as well as promoting equality of opportunity, the welfare of students and good relations across the whole school community.

In developing strategies for the management of behaviour in school, the policy should make use of both rewards and sanctions and establish a climate where praise and encouragement far outweigh the frequency of punishment and admonition. Rewards should be used to demonstrate that good behaviour is valued by the school community and to encourage similar behaviour in others. Sanctions should be used to demonstrate that misbehaviour is not acceptable; to express the disapproval of the school community; and to deter others from similar behaviour. In most cases, sanctions should be applied to individuals not groups. In support of the values of mutual respect, the policy should support restorative justice, repairing harm done to relationships and people, to encourage students to take responsibility for their actions.

The school's policy will need to balance both collective and individual needs. The application of rewards and sanctions should have regard to the individual situation and the individual student and the school is expected to exercise discretion and sensitivity in their use.¹ However, different applications of the school's policy should be used sparingly and rarely for behaviours which carry a risk to others. Where possible, the school should identify such students in advance and plan how the school's disciplinary framework will be applied to each of these students. Where rewards or sanctions are applied differently because of individual circumstances then, where appropriate, these adaptations may be explained to other students.

The Behaviour Policy should make clear the rights and responsibilities of all the school community – students, staff, parents and Governors. The policy's framework of rules, rewards and sanctions should be clear to all those involved. The policy should include a clear, structured framework that allows staff to treat similar behaviour in a consistent manner. It should also include provision for an appeal process against a sanction where a student or parent believes the school has exercised its disciplinary authority unreasonably.

The policy should include procedures to measure its effective communication, its consistent application, and the community's perception of it.

Review

This statement of principles and the resulting Behaviour Policy will be reviewed every three years and consultations sought if it is to be updated.

¹For example, vulnerable students – such as those with special educational needs, physical or mental health needs, migrant and refugee students and looked-after children – can experience particular difficulties with behaviour (for example, related to mental conditions, lack of understanding or trauma) and may need behavioural support. In addition, the school will need to take account of their individual needs and circumstances when applying the School's Behaviour Policy – for example, by making adjustments to the framework of rewards and sanctions – to make the policy effective and avoid a potentially disproportionate impact of the school's disciplinary framework on vulnerable students.