

The Leek Federation



Statement of Principles for Promoting Good Behaviour

INTRODUCTION

Legislation requires that a statement of principles promoting good behaviour be provided by Governors. These principles underpin the federation's Behaviour Policy, which defines the roles, responsibilities and practice in this area.

Establishment and implementation of the policy lies with the Headteachers of the federation. The principles are intended to support each school's values by promoting a friendly, creative and purposeful community whose members feel valued and supported, and where courtesy and mutual respect are expected from everyone.

Section 88 of the Education and Inspections Act 2006 requires Governing Bodies to have regard to the statutory guidance from the Secretary of State for Education in making and reviewing this written statement. This document has been developed taking this guidance into account.

PRINCIPLES

The Federation Behaviour Policy has been written to fulfil the Governors' duty of care to students and employees and to promote teaching and learning and high standards of attainment. The policy defines the measures that we are taking to achieve these objectives.

The Governors have ensured that the Behaviour Policy has been written to comply with their responsibilities under equality legislation: for example, by making reasonable adjustments in its application to vulnerable students. It also supports the federation's 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 federation.

In developing strategies for the management of behaviour in each of our schools the policy makes use of both rewards and sanctions and establishes a climate where praise and encouragement far outweigh the frequency of punishment and admonition. Rewards are used to demonstrate that good behaviour is valued by the whole 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 other students from similar behaviour. In most cases, sanctions should be applied to individuals not groups. In support of the federation's values of mutual respect, the policy supports restorative justice, repairing harm done to relationships and people, to encourage students to take responsibility for their actions.

The federation's policy balances both collective and individual needs. The application of rewards and sanctions has regard to the individual situation and the individual student and the schools are expected to exercise discretion and sensitivity in their use. However, different application of the policy should be used sparingly and rarely for behaviours that carry a risk to others. Where possible, the schools should identify such students in advance and plan how the 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 Federation Behaviour Policy makes clear the rights and responsibilities of all the community – students, staff, parents and Governors. The policy's framework of rules, rewards and sanctions should be clear to all those involved. The policy also includes a clear, structured framework that allows staff to treat similar behaviour in a consistent manner. It also includes provision for an appeal process against a sanction where a student or parent believes the school has exercised its disciplinary authority unreasonably.

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

ADOPTED BY THE GOVERNORS ON: **May 2015**

POLICY REVIEW DATE: **May 2017**