



Hitches Lane, Fleet,  
Hampshire, GU51 5JA

Headteacher: Mr K John

Chair of Governors: Mrs R Wilcox

Rev No.: 04

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## Behaviour Principles - Statement (CPS-ST-P-STA-073)

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## 1. Introduction

The Education and Inspections Act 2006 [1] and DfE guidance (Behaviour in Schools, 2012) [2] requires the governing body to make, and frequently review, a written statement of general behaviour principles to guide the headteacher in determining measures to promote good behaviour.

The purpose of this statement is to guide the drawing up of the school Behaviour Policy by stating the principles that the governors expect to be followed. This document is not policy or practice, rather it is a statement to set out the governing body's broad principles and values regarding behaviour that is both expected and promoted within Calthorpe Park School. The practical applications of these principles are the responsibility of the headteacher, who will view each case in light of these principles and any relevant school policies.

The school behaviour policy should be aligned to other key policy documents (anti bullying policy, special educational needs and disability policy, school uniform policy, the staff code of conduct, and safeguarding arrangements, in particular the child protection policy). The governors expect that these policies are developed from statutory guidance and, optionally, advice given, or lessons learned, from HCC, other schools etc.

The governing body believe that all our students have the right to learn in peaceful and productive classrooms where teachers are not interrupted, and students are able to concentrate and do their best. A safe, caring and friendly environment within our school creates a positive backdrop for effective teaching and learning, supports good mental health and wellbeing, and promotes equality and inclusion for all, which enables young people to make the best possible progress in all aspects of their school life.

At Calthorpe Park School, we value everyone as an individual, capable of growth, change and development. Our relationships are underpinned by the principles of justice, equality, mutual respect, fairness and consistency. We have high expectations that support the development of our students as effective and responsible citizens. The governors recognise the rights and responsibilities of all members of its school community, and therefore expect all students, parents, staff, governors and visitors to show due respect and courtesy to one another.

## 2. Principles

- The governing body's primary concern is the safety, wellbeing and education of all students; actions taken in cases of poor behaviour are with the intention of supporting students' wellbeing and academic progress, as well as fulfilling the school's safeguarding responsibilities to students, staff and other members of its community.
- The governing body aim to foster a collective ethos amongst all members of the school community. The governors support the Calthorpe Way, endorse and subscribe to the values on which it is predicated, and believe that these values should underpin all interactions at Calthorpe Park School.
- All students have a right to fulfil their greatest academic and personal potential and feel they are valued members of our school by both students and staff.

- All children, staff and visitors should feel safe in the school environment at all times through high quality care, support and guidance.
- Calthorpe Park is an inclusive school. All members of the school community must be treated inclusively and be free from any form of bullying, discrimination or prejudice, or distracting or damaging behaviour.
- Bullying, including online (cyber) bullying is not tolerated and students should report any case of bullying they experience or observe to school staff.
- Any students using social media are expected to do so appropriately and legally.
- Students are expected to show the same standard of behaviour online as is applied offline. Inappropriate online behaviour should be addressed in accordance with the same principles as offline behaviour.
- The school rules should be clearly set out and displayed to students, staff and parents. Governors expect these rules to be consistently applied by all staff and supported by parents.
- It is recognised that the use of rewards and sanctions must have regard to the individual situation and the individual student, and the headteacher is expected to use discretion in their application. Sanctions should, however, be applied fairly, consistently, proportionally and reasonably, taking into account special educational need, disability and the needs of vulnerable young people, and offering support as necessary.
- Good behaviour will be acknowledged and rewarded at the discretion of school staff, who will judge appropriately. Governors would like to see a wide range of rewards, consistently and fairly applied in such a way as to encourage and recognise good behaviour.
- In cases of problematic student behaviour, regardless of how sustained and disruptive, the individual student's out-of-school circumstances and possible special educational needs and disabilities will be considered. Comprehensive support will be provided before or alongside any disciplinary measures, including the consideration of a multi-agency assessment for students who display continuous disruptive behaviour.
- Sanctions for unacceptable/poor behaviour should be known and understood by all students and their parents. Where sanctions and punishments are exercised, they should be in line with the school Behaviour Policy.
- Any kind of violence, threatening behaviour or abuse between students, or by students towards the school's staff, will not be tolerated and will result in a sanction, which could include a suspension, and potentially a permanent exclusion following a full investigation.
- The governors feel strongly that exclusions, particularly those that are permanent, should only be used as the very last resort.
- Staff have the power to sanction students for any non-criminal bad behaviour and bullying occurring beyond the school gate, to such an extent that is reasonable. This may include when the child is taking part in any school-organised or school-related activity, or travelling to or from school, or wearing school uniform, or in some other way identifiable as a student at the school.

- The governors expect students and parents to cooperate to maintain an orderly climate for learning.
- The governors wish to emphasise that violence, threatening behaviour or abuse, via any media, by students or parents towards any member of the school community will not be tolerated.
- If a parent does not conduct himself/herself appropriately, the headteacher may ban them from the school site and if the parent continues to cause disturbance, he or she may be liable to prosecution.
- To keep the students and staff safe, the headteacher and other authorised staff, can use their powers to screen or search. Identification of items which are banned and which may be searched for should be made clear.
- To keep the school community safe, any member of school staff is authorised to use reasonable force, or make other physical contact, to keep individuals from harming, or further harming, themselves or others. All members of school staff have a legal power to use reasonable force [1].

### 3. General Expectations

All members of the school community should be aware of behavioural expectations and the relevant policies and agree to them as fair and reasonable. These will be made readily available to read on the school website and general expectations will be displayed in classrooms and around the school, for example in reception for visitors to view.

- Polite and considerate behaviour is to be maintained by everyone in our school, both in and out of the classroom.
- Students will support their learning and help staff by showing good behaviour in the classroom, engaging positively in their lessons, and not distracting themselves or others from important learning.
- Staff will lead by example and model their behaviours in line with the Calthorpe Way.
- Offensive, insulting, or prejudicial language, gestures or actions are not to be used in any circumstances, deliberately or otherwise. Depending on the circumstances, use of offensive, insulting or prejudicial language, gestures or actions could result in student sanctions, staff disciplinary action, or parental sanctions. In the most serious cases this could lead to prosecution.
- Everyone in the school community should understand that the emphasis is on teaching and praising good behaviour and supporting individuals who are struggling to meet the expected behavioural standards.
- The governors' overriding expectation is that students behave in a manner that ensures they can learn to their full potential in a safe and supportive environment. This means having fun and exploring the world of education, but also giving each student the responsibility to respect the people around them, both in and out of school.

## 4. Evaluation & Review

The implementation of this policy will be monitored by the Head Teacher, by the Senior Leadership Team and by the Governing Body.

The implementation of this policy will be reviewed, and its impact monitored, in accordance with the Governing Body's programme for Policy Review - refer to CPS-NS-X-PRO-002 Document Review Procedure.

**Commented [AC1]:** Is the SLT now called the Strategic Leadership Team?

**Commented [HH2R1]:** Not as far as I know - I've always known them as Senior! Unless they've changed it and not told staff...

**Commented [JD3R1]:** I've not heard that it has changed, I think it is still Senior.

## References

[1] Education and Inspections Act 2006  
<https://www.legislation.gov.uk/ukpga/2006/40/contents>

[2] DfE Guidance: Behaviour in Schools, 2012  
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1101597/Behaviour\\_in\\_schools\\_guidance\\_sept\\_22.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101597/Behaviour_in_schools_guidance_sept_22.pdf)

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