

Bow School – Governors’ Statement of Behaviour Principles

Last approved by the Governing Body – October 2022

Introduction

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

Establishment and implementation of the policy lies with the Head teacher of the school. The principles are intended to support the 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 the written statement. This document has been developed taking this guidance into account.

Principles

The Behaviour Policy should be written to fulfil the Governors’ duty of care to students and employees and to promote teaching and learning and high standards of attainment. The Governors at Bow School are clear that there is a strong link between good behaviour, effective learning and enjoyment of school and they wish to support the school in setting a policy that holds these connections. The policy should define measures to achieve these objectives and should be written within the spirit of this statement.

The Governors 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 school’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 school community¹.

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. The promotion of good behaviour must be the key focus of the policy. Rewards should be used to demonstrate that good behaviour is valued by the whole school community and to encourage similar behaviour in others. Sanctions should be used when the expected standards of good behaviour are not met and should demonstrate that

¹ 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. — 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 medical 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

misbehaviour is not acceptable; express the disapproval of the school community; deter other students from similar behaviour. In most cases, sanctions should be applied to individuals not groups. In support of the school's values of mutual respect and responsibility, 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. However, different application of the school's policy for vulnerable students should be used sparingly and very rarely for behaviours that 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.

Working in partnership with both internal and external partners including parents is key to a child's successful experience of school. At Bow will endeavour to inform relevant parties and work together to keep the interests of the child and that of other students when applying the policy. There will be a focus of restore and repair and also in ensuring that the child remains or returns to education. The policy is clear and simple to understand and is designed to ensure that children learn from behaviours that fall short of expectations so as to not repeat them.

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 biennially.