



KING EDWARD VI COMMUNITY COLLEGE

Behaviour Principles

Reviewed: July 2018

Next Review: November 2019

Under Section 88(1) of the Education and Inspections Act 2006 (EIA), governing bodies must ensure that policies designed to promote good behaviour and discipline on the part of its pupils are pursued at the school.

Section 88(2) of the EIA requires the governing body to:

“Make, and from time to time review, a written statement of general principles to guide the head teacher in determining measures to promote good behaviour and discipline amongst pupils.”

Thus, the purpose of this Statement is to provide guidance to the Principal in drawing up the college’s Behaviour Policy in order that it reflects the shared aspirations and beliefs of governors, staff, parents and students, as well as taking full account of law and guidance on behaviour matters. It is intended to help all college staff to be aware of and understand the extent of their powers in respect of recognition and reward for good behaviour, discipline and sanctions for unacceptable behaviour and how to use them. Staff should be confident that they will always have the Governors’ support when following this guidance.

This is a statement of principles, not practice: it is the responsibility of the Principal to draw up the College’s Behaviour Policy, though he must take account of these principles when formulating the policy. The Principal should also take account of the guidance in DfE publication Behaviour and Discipline in Schools: a guide for Headteachers and school staff (Feb 2014).

The Behaviour Policy is to be published on the college website and distributed to all members of staff via e-mail and available to all on request. It should be straight-forward, clear, and consistent.

At KEVICC we are guided by our Co-operative ethos, and the principles that govern our approach to behaviour are those that form part of our whole College values of:

Self-help, Self-responsibility, Democracy, Equality, Equity, Solidarity

and as such;

- Governors would expect the College to actively promote equality of race, gender, age, sexuality, religion or disability and work to eliminate all forms of discrimination, harassment or bullying. To that end, measures to protect students from bullying and discrimination as a result of gender, race, ability, sexual orientation, or background should be clearly set out and regularly monitored for their effectiveness.
- The College’s legal duties under the Equality Act 2010 in respect of safeguarding students with Special Educational needs and all vulnerable students should be set out in the Behaviour Policy and made known to all staff.
- Governors would expect the Behaviour Policy to pay particular regard to every student’s right to learn in a calm, safe and undisrupted environment, and it should seek to foster mutual respect, self-respect, and the highest standards of behaviour in the whole College community.
- Governors would like to see a wide range of rewards consistently and fairly applied in such a way as to encourage and reward good behaviour in the classroom and elsewhere. These should be clearly laid out in the Behaviour Policy.
- Governors expect the Behaviour Policy to be consistent with the over-arching College principle of whole-child education, and thus in writing the Behaviour Policy, the Principal

must ensure that any sanction should support learning, seek to repair the harm to learning that has taken place, or repair relationships between individuals or the College community as a whole. Such sanctions should be clearly described in the Behaviour Policy so that students, staff, and parents can understand how and when these are to be applied. However, the Principal must also balance the needs of the individual with those of the wider College community. Where student behaviour places others at risk, the safety of the student body as a whole is paramount. Considering this, the Governing Board supports the right of the Principal to:

- 1) Exclude for a single offence, permanently if necessary, where it is considered that allowing the student to remain in the College would seriously harm the education or welfare of others in the College.
 - 2) Use his powers to search or use reasonable force in order to keep individuals from harming, or further harming, themselves or others.
- Governors would expect the Behaviour Policy to set out in some detail the circumstances under which the College would discipline students beyond the College gate, and under what circumstances it would be appropriate to notify external bodies such as the police, or anti-social behaviour co-ordinator.
 - Governors would expect the Principal to use guidance from the DfE document; 'Dealing with Allegations of Abuse against Teachers and Other Staff' when setting out the pastoral support College staff can expect to receive if they are accused of misusing their powers.