

Written Statement of Behaviour Principles

Document owner	Full Governing Board
Approved by	Full Governing Board
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Related policy	Behaviour Policy, Version 3.3

1. Purpose, ethos and status

This Written Statement of Behaviour Principles is made by the Full Governing Board of The Hayling College under section 88 of the Education and Inspections Act 2006. It provides the principles and guidance to which the Headteacher must have regard when determining and implementing the College Behaviour Policy.

The principles are rooted in the College ethos, Happy, Healthy, High Performing, and in The Hayling College Charter of rights and responsibilities. They support a safe, calm, inclusive and purposeful learning community in which pupils can learn successfully, staff can work safely and confidently, and every member of the community is treated with dignity and respect.

2. Governing Board principles

- **High expectations and learning:** Every pupil has the right to learn without unnecessary disruption. Pupils are expected to engage in learning, complete tasks reasonably assigned in connection with their education, work hard and allow others to learn.
- **Safety, dignity and respect:** Every pupil and member of staff has the right to feel safe, secure, known, valued and respected. Violence, threatening behaviour, intimidation, harassment and deliberately harmful behaviour are unacceptable.
- **Self-discipline and responsibility:** The College should promote self-discipline, proper regard for authority, responsibility for actions and an understanding that individual behaviour affects the wider community.
- **Positive behaviour and recognition:** Good behaviour, effort, contribution and improvement should be noticed and celebrated through clear, fair and accessible systems of praise, merits, recognition and rewards.
- **Fair, consistent and proportionate responses:** Behaviour expectations should be clear and consistently reinforced. Sanctions should be lawful, fair, reasonable and proportionate, while allowing professional judgement and consideration of individual circumstances.
- **Inclusion and equality:** Behaviour practice must comply with the Equality Act 2010 and the Public Sector Equality Duty, including reasonable adjustments for disabled pupils and consideration of disproportionate impact on pupils who share protected characteristics.
- **SEND, medical needs and vulnerability:** High expectations apply to all pupils, but equality does not require identical treatment. The College should consider SEND, disability, medical needs, mental health, trauma, communication needs and other vulnerabilities, and provide appropriate support and reasonable adjustments.
- **Safeguarding:** Behaviour may be a communication of need or an indicator that a pupil requires help or protection. Behaviour systems must work alongside safeguarding arrangements so that pupils receive appropriate support as well as appropriate consequences.
- **Partnership:** The Governing Board values constructive partnership with pupils, parents/carers, staff and relevant external agencies.

3. Bullying, discrimination and child-on-child abuse

The Behaviour Policy and linked safeguarding arrangements must prevent and respond to all forms of bullying, including cyber-bullying, prejudice-based and discriminatory bullying. Bullying, discrimination, sexual harassment, sexual violence and other child-on-child abuse must be taken seriously.

Sexism, misogyny, misandry and harmful sexual behaviour must be challenged. Harmful behaviour must never be dismissed as 'banter', 'just having a laugh', 'part of growing up' or 'boys being boys'. The College should recognise that apparently lower-level behaviours can form part of an escalating pattern of harm.

4. Online behaviour, AI and mobile phones

The Governing Board supports appropriate action in relation to online and off-site behaviour where it affects pupils, staff, safety, the orderly running of the College or the wider College community.

The College should explicitly address harmful digital behaviour, including cyber-bullying, online misogyny, financially motivated sexual extortion, and harmful content created, altered or shared using generative artificial intelligence, including impersonation, deepfakes and AI-generated or altered nudes or semi-nudes.

The Governing Board supports a mobile-phone-free school day. Detailed arrangements, including secure storage, sanctions, safeguarding considerations and reasonable adjustments or agreed exceptions, are set out in the Mobile Phones / Electronic Devices Policy.

5. Rewards, sanctions and disciplinary powers

The Governing Board supports a clear graduated system of positive recognition and sanctions. The Behaviour Policy should explain the College's rewards framework and sanctions available to authorised staff, including detentions, removal/internal provision, behaviour monitoring and support, suspension and, where the statutory test is met, permanent exclusion.

The Governing Board supports the lawful authority of staff to maintain discipline, including relevant behaviour beyond the school gate or online, detentions, confiscation and searches in accordance with current statutory guidance and safeguarding duties.

Off-site direction, Federation Inclusion arrangements, managed moves and alternative provision must be used lawfully, transparently and in the pupil's interests, with appropriate safeguarding, SEND consideration, review and governing-board oversight. Managed moves must be voluntary and must not be used to avoid the statutory permanent-exclusion process.

6. Restrictive interventions

The Governing Board expects the College to minimise the need for restrictive interventions through positive relationships, prevention, co-regulation, de-escalation, reasonable adjustments and appropriate individual support.

The College does not operate a 'no contact' policy. Staff have the legal power to use reasonable force in limited circumstances where necessary and lawful. Restrictive interventions must never be used as punishment, must be proportionate, and must use the least restrictive intervention for the least amount of time necessary.

Seclusion is a non-disciplinary safety intervention and must not be used as a sanction. Significant incidents involving force, and incidents of restraint or seclusion, must be recorded, reported, reviewed and followed up in accordance with the College Restrictive Interventions Policy and current statutory requirements. Governors will scrutinise patterns of use, including any disproportionate impact on pupils with SEND, protected characteristics or other vulnerabilities.

7. Behaviour curriculum and College routines

Positive behaviour should be taught explicitly, not simply enforced. The Behaviour Policy should define successful behaviour through The Hayling College Charter and agreed routines and expectations, including morning routines, behaviour inside and outside the classroom, mobile-phone arrangements, Attitude to Learning expectations and the Warn-Move-Remove classroom framework.

Pupils should be taught to challenge and report bullying, discriminatory behaviour, misogyny, misandry and harmful online content, and to understand how respectful behaviour supports the rights and success of others.

8. Monitoring, equality and governor oversight

Leaders should collect, analyse and act on information about rewards, sanctions, classroom removal, attendance, suspension, permanent exclusion, searches, restrictive interventions, off-site direction, managed moves and other relevant pupil movement.

Data should be considered from appropriate perspectives, including SEND and protected characteristics, to identify disparities or unintended consequences. Where concerns are identified, leaders should investigate causes and consider changes to policy, practice, reasonable adjustments, staff training or targeted support.

9. Roles and accountability

- **Full Governing Board:** sets and reviews these principles, considers guidance provided to the Headteacher, monitors the effectiveness and equality impact of the Behaviour Policy, and holds the Headteacher to account for implementation.

- **Headteacher:** determines and implements the Behaviour Policy having regard to this statement and any guidance or notification from the Governing Board; ensures consistent implementation; and ensures pupils, parents/carers and staff are aware of the policy.
- **Staff:** model expected behaviour and relationships, explicitly teach and reinforce College routines, use positive recognition, apply sanctions fairly and proportionately, make reasonable adjustments where required, record incidents accurately and raise safeguarding concerns.
- **Parents and carers:** are encouraged to understand and support College expectations, celebrate positive behaviour, share relevant circumstances and work constructively with the College.
- **Pupils:** are expected to understand and follow the Behaviour Policy and College Charter, take responsibility for their actions, respect the rights of others and use College reporting routes when they have concerns.

10. Publication and review

The Headteacher will ensure that the Behaviour Policy is publicised in writing to pupils, parents/carers and staff at least once each academic year and that the current approved Behaviour Policy is published on the College website.

This Written Statement of Behaviour Principles will be reviewed and approved by the Full Governing Board annually, or earlier where required because of changes in legislation, statutory guidance, College practice or findings from behaviour and equality monitoring.

11. Linked College policies and documents

- Behaviour Policy
- Restrictive Interventions Policy
- Child Protection and Safeguarding Policy
- Anti-Bullying arrangements
- Mobile Phones / Electronic Devices Policy
- SEND Policy
- Attendance Policy
- Suspension, Permanent Exclusion and Pupil Movement arrangements
- Online Safety / Acceptable Use / Artificial Intelligence arrangements