



**THE
HAYLING
COLLEGE**

Happy, Healthy, High Performing

Hayling College

Written Statement of Behaviour Principles

Approved by: The Governing Body 26th November 2025

Next Review Date: November 2027

1. Introduction, Ethos, and Rationale

This document is the **Written Statement of Behaviour Principles**, as required by Section 88 of the Education and Inspections Act 2006. It has been produced and agreed upon by the Governing Body of [School Name].

The purpose of this statement is to provide a clear set of principles and values that guide the Headteacher in determining the school's **Behaviour Policy**. It is not the policy itself but the framework from which the policy is derived.

Our principles are rooted in our school ethos: "**Happy, Healthy, High performing.**"

High standards of behaviour are essential for creating a learning community where pupils are **happy** in their environment, supported in their physical and mental **health**, and able to achieve **high performance** in all aspects of their lives. This document sets the foundation for a safe, respectful, and purposeful environment where all members of the school community can thrive.

2. Core Principles and School Values

The Governing Body believes that all pupils and staff have the right to learn and work in an environment that is safe, calm, and free from disruption. Our expectations are built on our core school values: **Humility, Hard Work, and Teamwork.**

The following principles underpin our expectations:

- **High Expectations (Hard Work):** All pupils and staff are expected to demonstrate **hard work** and maintain the highest standards of personal conduct, effort, and respect for others. We foster self-discipline and a positive attitude towards learning.
- **Respect (Humility):** Pupils are expected to show respect for all people, including staff, fellow pupils, and visitors. This is rooted in **humility**, understanding and appreciating the value of others. Pupils are also expected to respect the school environment and the property of others.



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- **Community (Teamwork):** We are a community built on **teamwork**. Pupils are taught to collaborate, support one another, and understand that their actions impact the entire school community. We take collective responsibility for our environment and our success.
- **Safety and Wellbeing:** The school must be a safe and secure place for everyone. All forms of bullying, discrimination, harassment, and violence are unacceptable and will be actively challenged.
- **Inclusivity and Equality:** We are an inclusive community. Our principles and policies apply to all members, regardless of their age, gender, race, religion, belief, disability, sexual orientation, or background. We will comply with our duties under the **Equality Act 2010**.
- **Focus on Positive Behaviour:** We believe in a positive approach that actively promotes and rewards good behaviour. Praise and rewards will be used to reinforce and celebrate conduct that reflects our school's ethos and values.
- **Proportionality:** Sanctions for unacceptable behaviour must be clear, fair, consistent, and proportionate to the action.
- **Home-School Partnership:** We value a strong partnership with parents and carers and believe that working together is essential to maintaining high standards of behaviour.

3. Roles and Responsibilities

- The **Governing Body** is responsible for setting these principles, monitoring their application, and reviewing them regularly.
- The **Headteacher** is responsible for developing and implementing the school's Behaviour Policy, ensuring it aligns with these principles and our "Happy, Healthy, High-performing" ethos. The Headteacher is also responsible for ensuring that staff, pupils, and parents are aware of the policy.
- **All School Staff** are responsible for modelling our values (Humility, Hard Work, Teamwork), consistently applying the Behaviour Policy, and creating a positive, respectful classroom culture.
- **Parents and Carers** are expected to support the school's Behaviour Policy and work in partnership with the school to encourage positive behaviour in their children.
- **Pupils** are expected to be familiar with and follow the school's rules and expectations as outlined in the Behaviour Policy



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4. Promotion of Good Behaviour

The school's Behaviour Policy, guided by these principles, will clearly outline:

- The school's values and expected standards of behaviour.
- A clear system of rewards and public recognition (such as assemblies, certificates, and praise) for pupils who model our values of **Humility, Hard Work, and Teamwork**.
- The use of restorative approaches, where appropriate, to repair harm and rebuild relationships.
- A curriculum (including PSHE and RSE) that teaches pupils to be responsible, respectful, and active citizens.

5. Sanctions and Disciplinary Powers

The school's Behaviour Policy will detail the sanctions for unacceptable behaviour. The Governing Body expects these sanctions to be applied fairly and consistently by all staff.

The Governing Body also gives its explicit backing to the authority of the staff to maintain discipline. We support the Headteacher in implementing a policy that includes:

- A clear and tiered system of sanctions, ranging from non-verbal warnings to detentions, internal isolation, Federation days, DOSP and, as a last resort, exclusion.
- The power of staff to discipline pupils for behaviour that occurs **outside the school gates** (e.g., on the journey to/from school, on school trips, or when identifiable as a pupil of our school).
- The power to issue **detentions**, including those outside of normal school hours, for which parents will be given appropriate notice.
- The power to confiscate **prohibited items** (as defined by DfE guidance) from pupils.
- The power to **search pupils** where there is a reasonable suspicion of them having a prohibited item.
- The use of **reasonable force** by staff, only as a last resort, to prevent a pupil from committing an offence, causing injury to any person (including themselves), or damaging property.

6. Inclusion, SEND, and Reasonable Adjustments

We are a fully inclusive school. While all pupils are expected to adhere to the Behaviour Policy, the school will make **reasonable adjustments** for pupils with identified **Special Educational Needs and Disabilities (SEND)** or medical conditions.



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The school will work closely with pupils, families, and external agencies to understand the root causes of challenging behaviour and provide appropriate support. We recognise that for some pupils, their behaviour may be a symptom of an unmet need.

7. Review of this Statement

This Statement of Principles has been agreed upon by the full Governing Body and will be reviewed every two years, or earlier if required (e.g., due to a change in legislation).