



# **SCHOOL BEHAVIOUR STATEMENT**

**HEATON SCHOOL**

**TO BE REVIEWED SEPTEMBER 2019**

# Heaton School Policy Record

## School Behaviour Statement Agreed at: Resources Committee 20/11/18

Signed and Approved by:

Headteacher ----- (Signature)

----- (Name)

----- (Date)

Chair of Committee ----- (Signature)

----- (Name)

----- (Date)

**To Be Reviewed: September 2020**

**Designated person: J Curtis, Headteacher**

## HEATON SCHOOL

### BEHAVIOUR: STATEMENT OF GUIDING PRINCIPLES

This is a statement of principles, not practice. Practical applications of these principles are the responsibility of the Headteacher and are set out in a range of school policies.

The Governors at Heaton School believe that high standards of behaviour lie at the heart of a successful school. Good behaviour enables students to make the best possible progress in all aspects of their school life. Furthermore, good behaviour also improves the life opportunities on leaving school, e.g. the possibility of supported employment or support living as opposed to residential care. As a Special School, good behaviour for our students means: learning to understand, cope with and express their own feelings; and learning and understanding the school rules; learning to understand the impact of their actions on others. This is frequently a key individual learning target, particularly for our students with Autism. At Heaton School, we value everyone as an individual, capable of growth, change and development. Our relationships are underpinned by our co-operative values of self-help, self-responsibility, democracy, equity and solidarity.

We have high expectations that support the development of our students as responsible individuals and citizens, able to participate with their families and in the local community. The purpose of this statement is to give guidance to the Headteacher and the Leadership Team in drawing up the Behaviour Policy by stating the principles that the Governors expect to be followed. The Governors expect any policy or actions to be in accordance with their responsibility under Equality legislation.

Principles:

1. All students, staff and visitors have the right to feel safe at all times at school.
2. Heaton School is an inclusive school. All members of the school community should be free from discrimination of any sort. Measures to protect students and staff from harm should be set out in the Behaviour and Equality policies. Protection for harm must be balanced with opportunities for learning and participation (access to the curriculum).
3. All policies should be underpinned by our ethical values of openness, honesty, social responsibility and caring for others.
4. School rules should be clearly set out in the Behaviour Policy and displayed around school. Governors expect these rules to be consistently applied by all staff.
5. 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 around school. As a Special School, many individuals will need an individualised reward system, which may often be part of an individual behaviour management plan (BMP)
6. Consequences for unacceptable/poor behaviour should be known and understood by all staff and students and consistently applied, again this may be a part of an individual plan. We recognise that the use of rewards and consequences must have

regard to the individual situation and the individual student and that school staff will use their discretion in their use. Consequences should however be applied fairly, consistently, proportionally and reasonably, taking into account SEND, disability and the needs of our students who are all vulnerable.

7. The Governors expect students and parents to cooperate to maintain an orderly climate for learning. The Leadership Team in partnership with the Behaviour Lead Teacher are responsible for identifying when and why the school is not achieving this with any individual and act accordingly.

8. The Governors wish to emphasise that violence, threatening behaviour or abuse by students or parents towards other students or the school's staff will not be tolerated.

9. The Governors expect the Headteacher to include guidance on the use of reasonable force and Restrictive Physical Intervention, within the Behaviour Policy.

10. As a Secondary Special School, all class-based and midday support staff are training in Team Teach: positive de-escalation strategies and physical intervention.

11. The Governors expect the Behaviour Policy to set out the school's response to non criminal challenging behaviour and bullying which is committed by or to any pupil or member of staff.