



Behaviour Principles Written Statement

Date Agreed:	March 2024
Review Date:	March 2027

Behaviour Principles Written Statement

Introduction

Academies must have a written policy to promote good behaviour among pupils. It is the responsibility of the headteacher in consultation with the staff and LGB to produce the school's Behaviour Policy.

Individual schools are required to develop their own best practice for managing behaviour, this should take account of the DfE guidance [Behaviour in schools: advice for headteachers and school staff - September 2022](#) and the principles set out below by the HET.

HET Vision and Values



Our vision

Together building a culture of excellence for all in everything we do

The HET family of schools are inclusive caring communities. We celebrate what we share as well as our individuality and difference. With healthy and caring relationships, compassion and generosity, honesty and forgiveness, we ambitiously strive together for excellence. Children within the HET schools are enabled to live their life to the full.

They are supported to achieve their God-given potential through the development of skills, wisdom and knowledge as well as personal character. They are encouraged to be aspirational, ambitious and self-determined.

Pupils lay the foundations which will enable them to make a difference for themselves and others. They will have hope and ambition as well as being able to deal with uncertainties and setbacks.

In short, they should leave our schools ready for the next stage of their life with a strong sense of right and wrong, able to build strong, trusting relationships with others.

Our Values

Excellence, Togetherness, Integrity, Wisdom, Hope and Ambition

Excellence

Achieving personal excellence is at the heart of the HET. Whether it is in the classroom or beyond, this expectation of personal excellence should inspire our pupils to fulfill their own potential and to support others to do the same.

All leaders and staff across the trust model, set and support high expectations for the children in all aspects of school life.

Togetherness

HET schools are inclusive communities which collaborate and where everyone is welcome. HET schools work together to create environments where every child can succeed together alongside their peers.

All children and staff are treated with respect through compassion and kindness and acts of service. This is reflected in how the children interact with each other, their teachers and environment.

HET Staff are considerate, collaborative and thoughtful professionals. Leaders are supportive and collegiate.

Integrity

Pupils and Staff at HET schools value integrity in all that they do. This includes making the right choices, even when no one is looking, taking responsibility for our actions and caring for our environment as stewards of the world.

Staff in the HET schools lead by good example.

Wisdom

The pupil experience and curriculum in a HET school are broad, rich and ambitious rooted in, and underpinned by, our vision and values. They are designed to enable every child to flourish and to prepare them well for their future life decisions and personal success irrespective of their background or beliefs.

Staff and Leaders in HET schools are thoughtful, skilled and committed professionals who embrace personal development for both themselves and others.

Hope and Ambition

We are driven by ambition for our children's futures and hope for a better world in spite of the inevitable challenges and setbacks. We work hard for all our children to be successful, well-grounded adults.

Staff in HET schools share and nurture the pupils' hopes, aspirations and ambitions for the future based on a belief that every child can grow and make a difference beyond themselves and their own needs.

Principles

1. Every pupil understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others.
2. All pupils, staff and visitors are free from any form of discrimination.
3. Staff and volunteers set an excellent example to pupils at all times.
4. Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy.
5. The behaviour policy is understood by pupils and staff.
6. The suspension and permanent exclusion policy explains that exclusions will only be used as a last resort, and outlines the processes involved in suspensions and exclusions.
7. Pupils are helped to take responsibility for their actions.
8. Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life.

The Trustees also emphasise that violence or threatening behaviour will not be tolerated in any circumstances.

The HET expect that the school Behaviour Policy should also set out or cover in a separate policy:

1. The disciplinary sanctions. (p.8 and p.17 DfE guidance)
2. Searching and screening pupils and confiscation of items (including identifying items that are banned and that may be searched for). This should take account of the DfE guidance [Searching, screening and confiscation in schools - July 2023](#)
3. The power to use reasonable force or make other physical contact to control or restrain children. This should take account of the DfE guidance [Use of reasonable force in schools - July 2013](#)
4. The power to discipline beyond the school gate including behaviour incidents online. (p.26 and p.33 DfE guidance)
5. Pastoral care for school staff accused of misconduct.
6. When a multi-agency assessment should be considered for pupils who display continuous disruptive behaviour.

Document History:

Behaviour Principles Written Statement	
Policy Type:	Non-Statutory for Academies – Trust Policy (Best Practice)
Policy Source:	The Key Model Policy and DfE guidance
Model Policy Approval:	HET Trust Board
Review period:	3 Years

Date Reviewed	Amendments Made	Date Model Approved by Trust Board	Next Review Due
Mar 2024	New Trust Policy	27/3/2024	March 2027