

## Matravers School

### Governors' Statement of Principles - Behaviour and Discipline

Under the Education and Inspections Act, 2006, the Governing Board is charged with the duty to set the framework of the school's policy by providing a written statement of general principles relating to behaviour and discipline, taking into account the needs of all pupils.

The purpose of this statement is to give guidance to the Headteacher in drawing up the behaviour and discipline policy by stating the principles which governors expect to be followed. The policy aims to underpin the governors' duty of care to pupils and employees; promote teaching and learning and high standards of attainment and preserve the reputation of the school.

Our principles are rooted in our vision and values for Matravers School.

#### Our Vision

Our Vision is for Matravers School to be a world-class centre for teaching and learning at the heart of the Westbury Community, the secondary school of choice for young people in the area aged 11-18.

Achieving this involves ensuring that every Matravers student exceeds their expected potential in all aspects of their education. We will enable our students to gain the highest possible qualifications and equip them with skills and values that they need to achieve their ambitions on leaving school, in terms of vocational training, academic study and employment. We will provide the outstanding teaching, learning and leadership needed to fulfil this goal. Our students will demonstrate outstanding attitudes towards learning supported through a wide-range of opportunities to represent their school with pride. Our extensive range of curriculum opportunity ensures that every student is well-equipped to progress successfully in life. Our outreach and support of others ensures that we are working at the cutting-edge of education as a system leader.

#### Our Values

Our values are embedded in all that we do at Matravers School. We believe they reflect our approach to ensuring that our students receive the most fulfilling and rewarding education possible.

**Resilience** We equip our students with high quality core skills and the aptitudes to use them in order that they become independent enquirers, team workers, effective participants, self-managers, reflective learners and creative thinkers. Our inspiring teaching and learning empowers our students to meet any challenge with confidence and succeed in life.

**Creativity** We embed confidence and self-belief within our students by inspiring a passion for learning which extends to every member of the community. Students strive for excellence; teachers, support staff and the wider community continually enhance a flexible repertoire of skills in order to enable students to exceed expected expectations.

**Ambition** We enable our students to realise that anything is possible. There are no ceilings or limits to our aspirations. We embrace an atmosphere of success across the whole school, which is publicly recognised and celebrated.

**Happiness** We recognise that every student is an individual. We care greatly for each pupil, providing them with the support and guidance they need to be fulfilled and happy.

**Success** We empower our students to raise their aspirations towards excellence. We ensure this happens by setting challenging targets and rigorously monitoring progress towards them. Through our home/school partnership we engage parents in the learning success of their children.

**Dynamism** We ensure that our students grow and develop into rounded, grounded and reflective individuals with a strong sense of moral purpose. By doing so we prepare our students for life in modern Britain and encourage them to contribute positively to the world in which we live.

## Principles

The Board of Governors of Matravers School believes that high standards of student behaviour and good discipline support the vision and values of the School, safeguard the rights of students and are an essential pre-requisite for effective teaching and learning. Therefore we believe that:

- Each student has the right to learn in class at his or her best rate and to the highest standard of which he or she is capable;
- Each student has the right to move around School without fear of physical danger, hurtful name calling, threats, bullying, racial abuse, sexual harassment, or interference with his or her property;
- Each teacher has the responsibility to provide an effective teaching programme, appropriate to the needs of the students in each class, and accordingly, has the right to expect the cooperation of students and the support of parents and Governing Board in delivering that Curriculum;
- Students will behave in a manner consistent with the expectations listed above. Responsible behaviour reflects well on students, their parents and the School; and promotes a positive image both of individual students and the School to parents and other members of the community.

We believe that all members of our school community should be able to learn and achieve their full potential in a safe, secure and orderly environment. We value the strong relationships that exist throughout the school, which leads to the mutual respect that encourages good behaviour. We have high expectations of everyone and we will actively promote equality of value whether race, gender, age, sexuality, religion or disability. The behaviour policy is based on our belief in, and respect for, the value and contribution of all members of our community and their right to succeed. We seek to eliminate all forms of discrimination, harassment and bullying.

The policy will be applied with consistency and fairness, with regard to each individual situation. The emphasis will be on encouraging positive behaviour through high expectations; a focus on learning; and praise and rewards. It is recognised however that sanctions are necessary to demonstrate that misbehaviour is not acceptable; to express the disapproval of the school community and to deter other pupils from similar behaviour. Sanctions will enable the student to reflect on, and learn from his/ her behaviour and to make reparation wherever possible. Some students, for example those with special educational needs, physical or mental health needs, and looked after students can experience particular difficulties with behaviour and the school will seek to ensure that such students receive behavioural support according to their need. However, when making decisions the school must balance the needs of the individual with those of the school community and where student behaviour places others at risk, the safety of the student body as a whole is paramount. Given the importance of the safety of the student body, the Board of Governors support the right of the school to permanently exclude for a single offence where it is considered that allowing the pupil

to remain in school would seriously harm the education or welfare of the pupil or others in the school. Similarly, given the over-riding need to keep children safe, the school will utilise their powers to search and to use reasonable force in order to keep individuals from harming, or further harming, themselves or others.

We work with parents and carers to understand their children and their circumstances and believe this relationship is an important part in building a strong learning community. Similarly, given our duty of care to the students, this written statement and the policies that both stem from it and are influenced by it (i.e. appropriate contact, behaviour, drugs, and exclusions) applies to all students when in school, when travelling to and from school, and when engaged in extra-curricular activities such as educational trips and visits (residential and non-residential) and when being educated as a member of Matrovers School off-site.

Reviewed by the Governors' Every Child Matters Committee 3/5/16

Approved by the Full Governing Body 12/7/16