



Heritage Coast Federation

Behaviour Principles



School	Designated Safeguarding Lead	Safeguarding Governance Lead
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Reviewed by	Approved by	Date of Approval	Version Approved	Next Review Date
Helen Thompson / Alison Dykes	Governors	21/3/23	1 reviewed	Feb 2025
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The Heritage Coast Federation Written Statement of Behaviour Principles

The Education and Inspections Act 2006 requires Governors to produce and review a written statement of general behaviour principles to guide the Headteacher. This statement has been informed by current DfE guidance, including *Behaviour in Schools: Advice for Headteachers and School Staff* (July 2013, last updated February 2024), which is the most recent national guidance. It also takes account of the statutory guidance *Behaviour and Discipline in Schools: Guidance for Governing Bodies* (DfE, July 2013, last updated September 2015), which sets out governors' responsibilities in relation to behaviour policy. This is a statement of principles, not practice. It is intended that this set of principles reflects the school values, Vision and ethos and is utilised to guide the Head teacher in drawing up the whole school behaviour policy. Practical applications of these principles are the responsibility of the Executive Headteacher.

All aspects of behaviour management and discipline are built on the foundations of our Christian values (hope, trust, respect and community) and include the recognition of the Fundamental British Values. The values we promote are important within the school community and throughout the lives of those that are involved in our community. The Governors expect the behaviour policy to be applied consistently by all staff so that pupils experience clear, predictable routines and expectations across all aspects of school life.

As a school, we aspire to deliver the highest possible standards of education. For this to be effective, we all recognise that we must create an environment where our pupils, staff and parents/carers feel safe, nurtured and respected. Any actions or policies should be in accordance with the responsibility of the school under equality legislation.

This statement and the behaviour policy will be reviewed at least every two years, unless changes at national or local level necessitate an exceptional review. There is an expectation that policy and the actions within be in accordance with the school responsibilities under equality legislation.

Purpose

The purpose of this statement is to give guidance to the Headteacher in drawing up the Behaviour Policy by stating the principles that Governors expect to be followed. The Heritage Coast Federation are two inclusive schools and we are committed to teaching and promoting tolerance, fairness, social inclusion and equality and this statement illustrates how we have adopted a behaviour focussed curriculum. We are committed to improving longer term outcomes and life chances for our children to ensure our children become happy, successful and able to serve our community positively. Our school values, rules and ethos underpin our relationships, curriculum and policies. Our values are: Hope, trust, respect and community which are underpinned by the vision that all of our community will 'flourish, succeed and let their light shine'.

Aims and Values

Our main aim is to provide quality experiences in all aspects of school life. We aim to create a warm and welcoming environment that cultivates a respect for the rights and needs of children and adults, irrespective of culture, race or gender.

We aim to be actively involved in the learning of our children. Therefore, we provide a range of broad, creative and balanced learning opportunities, which adhere to the National Curriculum. We use constructive feedback to signal when a child's efforts are valued, which also avoids alienation and disaffection.

We aim to develop self-discipline and the ability to self-regulate the choices and decisions our children make.

We aim to maintain high aspirations and expectations of our children, in the anticipation of fostering independent, reflective and lifelong learners. We aim to promote this through our whole school values: hope, trust, respect and community and also through the key British values: mutual respect and tolerance of those with different beliefs, democracy, rule of law and individual liberty.

Behaviour Principles

1. Safety and Wellbeing

- All pupils, staff, visitors and other members of the school community have the right to feel safe at all times at schools within the Heritage Coast Federation.
- Bullying or harassment of any description is unacceptable even if it occurs outside normal school hours. Measures to counteract bullying and discrimination will be consistently applied and monitored for their effectiveness
- Everyone has a right to be listened to, to be valued, to feel and be safe. Everyone must be protected from disruption or abuse

2. High Expectations and Consistency

- The Governors believe that high standards and expectations of behaviour lie at the heart of a successful school.
- Behaviour expectations and rules must be clearly communicated, understood and consistently applied by all staff
- Pupils should experience predictable routines and consistent responses across all aspects of school life

3. Teaching Behaviour

- Children have the right to learn and achieve their full potential. The Governors expect that positive behaviour and conduct are explicitly taught through a planned behaviour curriculum, including routines, expectations and social norms.
- Pupils are helped to take responsibility for their actions and understand consequences.
- Clear routines, expectations and social norms will be established and reinforced

4. Respect and Relationships

- Governors expect all members of the school community to behave responsibly, act as role models and to treat each other with respect
- Everyone has the right to be listened to, valued and treated with respect
- Strong, respectful relationships underpin effective behaviour and learning

5. Inclusion and Equality

- The Heritage Coast Federation is inclusive and we believe in equality and valuing the individual
- All members of the school community should be free from any form of discrimination
- The school's legal duties in order to comply with the Equality Act 2010 are reinforced through the Behaviour and Anti-Bullying Policies

6. Support for Individuals

- The Governors recognise that some pupils may need additional support to meet behaviour expectations, which they should receive and we will work in active partnership with parents to promote and support good behaviour
- Consideration will always be given to SEND, vulnerability and individual circumstances

7. Rewards and Sanctions

- We believe that positive behaviours should be acknowledged to encourage good behaviour in the classroom and elsewhere in school
- The Governors believe that the use of rewards and sanctions must have regard to the individual situation and the individual pupil and the Headteacher is expected to use their discretion in their use
- Sanctions for unacceptable/poor behaviour should be known and understood by all staff and pupils and should be applied fairly, consistently, proportionally and reasonably, taking into account SEND, disability and the needs of vulnerable children, and offering support as necessary

8. Bullying and Unacceptable Behaviour

- The Governors wish to emphasise that violence, threatening behaviour or abuse by pupils or parents, towards school staff, will not be tolerated
- Incidents will be addressed quickly, consistently and effectively

9. Exclusions

- The Governors strongly feel that exclusions must only be used as the very last resort.
- Early intervention and the advice and support from appropriate external agencies will be prioritised to support children within school.

Monitoring

The Governors expect clear, well-communicated routines and expectations to be established across the school to support excellent behaviour. Governors expect school leaders to monitor, evaluate and report on behaviour regularly, including analysis of patterns and impact on different pupil groups (including SEND and disadvantaged pupils). This includes behaviour beyond the school gates where it impacts on the safety, wellbeing or reputation of the school community. Findings will inform ongoing improvements to policy and practice

Reviewed and Adopted by Governors: July 2025 reviewed July 2026

This statement and the Behaviour Policy will be reviewed at least every two years, or sooner if changes in national or local guidance require it.

Next Review Date: July 2028