SIR JOHN THURSBY COMMUNITY COLLEGE

Statement of Behaviour Principles

Reviewed:	September 2026
Date approved by Governors:	**To be reviewed 9th December 2026**
To be reviewed:	**September 2027**
Person Responsible:	Deputy Headteacher

AMBITION
RESPECT
BELONGING

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This Statement of Behaviour Principles has been approved by the Governing Board of Sir John Thursby Community College in accordance with Sections 88–94 of the Education and Inspections Act 2006. It provides the guiding principles upon which the school's Climate for Learning Policy is based and reflects the school's values of **Ambition, Respect and Belonging**, together with our commitment that every member of the community is **known, valued and loved**. The policy is built on research around relational approaches, first attention to best conduct and universal positive regard.

1. High Standards of Behaviour

The Governing body believes that high standards of behaviour are essential to creating a safe, inclusive and successful school where all students can achieve their full potential. Positive behaviour, strong relationships and mutual respect are fundamental to effective teaching and learning. All members of the school community are expected to contribute to a calm, orderly and purposeful environment.

2. Rights, Respect and Safety

Every member of the school community has the right to feel safe, respected and valued. The school promotes three universal expectations:

- **Ready**
- **Respectful**
- **Safe**

These expectations apply at all times and underpin the school's approach to behaviour, relationships and learning. Students, staff, parents and visitors are expected to treat one another with care, courtesy, respect and kindness.

3. Equality, Inclusion and Fairness

The Governing Board is committed to ensuring that all students are treated fairly, consistently and with dignity. Behaviour systems and responses will be implemented with due regard to individual circumstances, including age, vulnerability, safeguarding needs, special educational needs and disabilities (SEND), medical needs and protected characteristics.

The school will fulfil its duties under the **Equality Act 2010** and will make reasonable adjustments where appropriate to support students in meeting behavioural expectations. Discrimination, harassment, victimisation or bullying of any kind will not be tolerated.

4. Safeguarding and Wellbeing

The safety, welfare and wellbeing of students and staff are paramount. Behaviour management arrangements will support the school's safeguarding responsibilities and promote students' emotional health, wellbeing and personal development.

The school recognises the importance of early intervention and will provide appropriate support for students whose behaviour may indicate unmet needs or vulnerabilities.

5. Positive Relationships and Recognition
The Governing body expects the school's behaviour culture to be rooted in positive relationships, encouragement and recognition. Staff should seek to promote and reinforce positive conduct, achievement and effort through praise, rewards and restorative approaches wherever possible. Students should be supported to learn from mistakes, repair relationships and make positive choices.

6. Behaviour Responses and Sanctions
Where behaviour falls below expected standards, staff have the authority to implement appropriate consequences. Any sanctions applied will be:

- lawful;
- proportionate;
- reasonable;
- fair;
- consistent; and
- mindful of individual student needs and circumstances.

Students will be given opportunities to reflect on their actions and restore relationships. Serious or persistent breaches of expectations may result in more significant sanctions, including suspension or permanent exclusion, in line with statutory guidance.

7. Bullying, Harassment and Child-on-Child Abuse
Bullying, harassment, discrimination, child-on-child abuse and any behaviour that causes physical or emotional harm are unacceptable. The school will take all reports seriously and respond promptly, proportionately and consistently. The Governing Board expects robust systems for prevention, reporting, investigation and support.

8. Partnership with Parents and Carers
The Governing body recognises the importance of strong partnerships between school and home. Parents and carers are expected to support the school's expectations and work collaboratively with staff to promote positive behaviour, regular attendance and high standards of conduct.

9. Use of Reasonable Force, Searching and Confiscation
The school may use lawful powers to search, screen, confiscate prohibited items and, where necessary, use reasonable force in accordance with statutory guidance. Such powers will always be exercised proportionately, lawfully and with regard to the safety and dignity of those involved.

10. Review
The Governing body will review this Statement of Behaviour Principles periodically to ensure that it remains compliant with legislation, reflects current statutory guidance and continues to support the school's vision and values.

Relevant Legislation and Statutory Guidance

- Education and Inspections Act 2006, Sections 88-94
  https://www.legislation.gov.uk/ukpga/2006/40/contents
- Education Act 2002, Section 175 (Safeguarding)
  https://www.legislation.gov.uk/ukpga/2002/32/section/175
- Equality Act 2010
  https://www.legislation.gov.uk/ukpga/2010/15/contents
- Behaviour in Schools: Advice for Headteachers and School Staff (DfE)
  https://www.gov.uk/government/publications/behaviour-in-schools
- Suspension and Permanent Exclusion Guidance (DfE)
  https://www.gov.uk/government/publications/school-exclusion
- Searching, Screening and Confiscation (DfE)
  https://www.gov.uk/government/publications/searching-screening-and-confiscation
- Use of Reasonable Force in Schools (DfE)
  https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools
- SEND Code of Practice: 0 to 25 Years
  https://www.gov.uk/government/publications/send-code-of-practice-0-to-25
- Keeping Children Safe in Education (DfE)
  https://www.gov.uk/government/publications/keeping-children-safe-in-education--2

This Statement should be read alongside the school's Climate for Learning Policy, Anti-Bullying Policy, Safeguarding and Child Protection Policy, SEND Policy and Care and Control Policy.