



MOULSHAM HIGH SCHOOL

SPECIALISING IN ENGLISH AND THE HUMANITIES

Statement of Behaviour Principles

September 2026

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INTRODUCTION

- 1.1 Legislation requires that a Statement of Principles promoting good behaviour be provided by Governors.
- 1.2 The principles contained within this Statement underpin the School's Student Behaviour Policy, which defines the roles, responsibilities and practice in this area.
- 1.3 Establishment and implementation of the Student Behaviour Policy lies with the Headteacher.
- 1.4 The principles are intended to support the school's values by promoting a welcoming, creative and purposeful community whose members feel valued and supported and where courtesy and mutual respect are expected from everyone.
- 1.5 Section 88 of the Education and Inspections Act 2006 requires governing bodies to have regard to the statutory guidance from the Secretary of State for Education in making and reviewing the written statement. This document has been developed taking this guidance into account.

PRINCIPLES

- 2.1 The Student Behaviour Policy should be written to fulfil the Governors' duty of care to students and employees and to promote teaching and learning and high standards of attainment. The policy should define measures to achieve these objectives.
- 2.2 We believe in creating opportunities for all young people to be highly successful. The Governors are committed to working with our young people, parents and carers, where appropriate with support from internal and external agencies, to modify behaviours and improve progress. We support each student to achieve their best and access their learning by striving to provide an appropriate and ambitious curriculum through well-planned lessons delivered by teachers who are skilled in adaptive teaching. Within this we realise that every student has a right to learn and every adult a right to work in a safe environment, and that the unacceptable behaviour of an individual must not threaten the education and/or well-being of any member of the school community.
- 2.3 Moulsham High School is a highly inclusive school. All members of the school community should be free from discrimination of any sort (as laid down in the Equality Act 2010). To this end the school must have a clear and comprehensive Anti-Bullying Policy that is known and understood by all, consistently applied, monitored and where appropriate, incidents recorded. Measures to protect children from bullying and discrimination as a result of age, gender, race, academic ability,

disability, gender reassignment, religion or belief or sexual orientation should be clearly set out and regularly monitored for their effective implementation. Moulsham High School's Anti-Bullying Policy forms part of the Student Behaviour Policy.

- 2.4 The school's legal duties under the Equality Act 2010 in respect of safeguarding, students with Special Educational Needs and all vulnerable students should be set out in the school's policies and made known to all staff.

CORE PRINCIPLES

- 3.1 In developing strategies for the management of behaviour in school the Student Behaviour Policy should make use of both rewards and sanctions and establish a climate where praise and encouragement far outweigh the frequency of sanction.
- 3.2 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 in the classroom and elsewhere. These should be made clear in the Student Behaviour Policy and regularly monitored for their consistent, fair application and effectiveness.
- 3.3 Sanctions for unacceptable / poor behaviour should be known and understood by all adults and students and consistently applied. The full range of sanctions should be clearly described in the Student Behaviour Policy so that students, staff and parents can understand how and when they are applied.
- 3.4 Persistent, disruptive or serious behaviour may lead to suspension or permanent exclusion from school. The Headteacher will only permanently exclude a student when it has been demonstrated that there is no alternative outcome. This sanction is the absolute last resort when all other efforts have been explored.
- 3.5 Sanctions should be monitored for their proper use and effective impact.
- 3.6 In most cases, sanctions should be applied to individuals not groups.
- 3.7 There is an expectation that incidents of positive and negative behaviour and punctuality are recorded to ensure that both positive and negative behaviours are monitored and prompt action taken; both rewards and sanctions.
- 3.8 The Headteacher may inform the police, as appropriate, if there is evidence of a criminal act or if he/she fears that one may take place.
- 3.9 In support of the school's values of mutual respect, the policy should support restorative justice, repairing harm done to relationships and people, to encourage

students to take responsibility for their actions. Restorative justice brings together those harmed by poor behaviour and those responsible for the harm into communication, enabling everyone affected to participate in repairing the harm and finding a positive way forward.

- 3.10 The application of rewards and sanctions should have regard to the individual situation and the individual student and the school is expected to exercise discretion and sensitivity in their use. However, different application of the school's Student Behaviour Policy should be used sparingly and rarely for behaviours that carry a risk to others. Where possible, the school should identify such students in advance and plan how the school's disciplinary framework will be applied to each of these students. Where rewards or sanctions are applied differently because of individual circumstances then, where appropriate, these adaptations may be explained to other students.
- 3.11 The Student Behaviour Policy should make clear the rights and responsibilities of all the School Community – students, staff, parents/carers and governors.
- 3.12 Parents/carers should be encouraged and helped to support their children's education, as outlined in the Home School Agreement; just as the children should be helped to understand their responsibilities during their time at school, in the local community and in preparation for their life after school.
- 3.13 The Students' Code of Behaviour should be clearly stated in the Student Behaviour Policy. This should set out expected standards of behaviour, be displayed in all classrooms and other, relevant parts of the school and shared with and explained to all students.
- 3.14 The policy's framework of rules, rewards and sanctions should be clear to all those involved. The policy should include a clear, structured framework that allows adults to treat similar behaviour in a consistent manner. It should also include provision for an appeal process against a sanction where a student or parent believes the school has exercised its disciplinary authority unreasonably.
- 3.15 The Governors expect the rules to be consistently applied by all staff and regularly monitored for their effectiveness.

DETAIL IN THE STUDENT BEHAVIOUR POLICY

The Governors expect the Headteacher to include the following in some detail in the Student Behaviour Policy:

- 4.1 Searching students: the reasons for searching students should be made explicit, together with details of who may search, what will happen to any banned items found as a result of such a search and what sanctions will be applied. It should also be made clear that parents do not have to be informed before a search takes place. Governors would expect authorised staff to be appropriately trained in how to carry out a search.
- 4.2 The Power To Use Restrictive Intervention: A definition of 'reasonable force' should be included which should also explain how and when students may be restrained. Governors would expect all staff to be trained in the use of reasonable force and restraint.
- 4.3 The Power To Sanction Outside The School Gates: Sanctioning beyond the school gates covers only external behaviour that presents an unmanageable risk within school. The Governors would expect to be satisfied, in all situations arising, that the measures proposed by the Headteacher are lawful and that adults and students know that sanctions can be applied in these circumstances.
- 4.4 Multi Agency Assessment: Governors would expect the stage in which multi-agency involvement should be considered for students who display continuous disruptive behaviour to be explicit in the Student Behaviour Policy.
- 4.5 Malicious Allegations Against Adults: The Governors would expect the Student Behaviour Policy to include detail of sanctions that may be taken against students who make a malicious allegation against an adult.