



Taunton Deane  
Partnership College

**Safeguarding is everyone's responsibility**

## **Behaviour Principles Written Statement**

The Management Committee of Taunton Deane Partnership College is charged with the duty to set the framework of the school's Behaviour Policy by providing a written statement of general principles relating to behaviour and discipline, taking into account the context of the school and the needs of all staff and students.

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

The statement is available upon request from the school and can be found on the school's website. This statement, alongside the Relationships policy, will be reviewed every two years, unless changes at national or local level necessitate an exceptional review.

Our school's ethos of care, nurture and support is at the heart of both our Relationships Policy and these Behaviour Principles.

### **Our Principles:**

- That all will actively promote equality irrespective of race, gender, age, sexuality, religion or disability.
- To provide a positive and supportive environment in which staff and students can maximise their skills and to support them in fulfilling their potential for the benefit of themselves and the wider community.
- To provide full opportunity for our staff and students to develop their individual talents and build a strong foundation for their future.
- To enable students to feel safe, to develop their resilience, independence and their self-worth which will lead to progress in learning and good social, emotional and mental health.
- That all at TDPC will feel safe and secure.
- To eliminate all forms of discrimination, harassment or bullying.
- That positive, strong relationships exist throughout the school, with staff work relationally with students leading to mutual respect between all members of our community and encouraging good behaviour.
- To enable leaders to lead, teachers to teach and students to learn.

## **Expectations:**

- All members of the school community, at all times model or core values of: Be Kind, Be Safe, Be Respectful.
- Students and staff will not use offensive language, will adhere to the anti-bullying policy and will at all times promote tolerance and respect with regards to disability, age, gender, religion or belief, sexual orientation and race.
- Students understand, and parents support, our clear expectations for students, on non-negotiables including Smoking, Vaping, Drugs and Bullying.
- That the school's Relationship policy will be applied with consistency and fairness, with regard to each individual situation.
- That the emphasis will be on encouraging positive behaviour through high expectations; the modelling of our core values, a focus on support and learning; and praise and rewards.
- That consequences, when necessary, will enable the student to reflect upon, and learn from, their behaviour and to make reparation wherever possible. We value the restorative approach.
- Mistakes are how we learn; students will make mistakes and staff ensure that every day is treated as a fresh start ensuring that we are adaptable and flexible in our approach.
- That each student receives nurture, intervention and support according to their need and for their next steps.
- That communication is effective and regular with parents to ensure the best outcomes for students.
- That suspensions may need to be used where all other tools have been exhausted, particularly for things like assault of staff and/or students. As a Pupil Referral Unit we would always look to avoid Permanent exclusion by using Alternative Provision and Directing Offsite processes, but there may be cases where PEX has to be used.
- That given the overriding need to keep the students and staff safe, the Headteacher, or appointed representative(s), will utilise their powers to search or use reasonable force in order to keep individuals from harming, or further harming, themselves or others, this to include use of Wand searches if there are concerns around any prohibited item coming into school
- That in all circumstances the Headteacher will consider whether it is appropriate to notify the police or the anti-social behaviour coordinator in the Local Authority of the actions taken against a student and that if the behaviour is criminal or poses a serious threat to a member of the public, the police should always be informed. In addition, staff should consider whether the misbehaviour may be linked to the child suffering, or being likely to suffer, significant harm. In this case the staff should follow the school's child Protection and Safeguarding Policy.
- That a member of staff who has been accused of misconduct will not be suspended automatically pending an investigation but rather that the Headteacher will follow the procedure outlined in the school's Allegations of Abuse against Staff Policy when setting out the pastoral support staff can expect to receive if they are accused of misusing their powers. References Behaviour in schools: advice for headteachers and school staff. DfE 2022 Behaviour and discipline in schools: guidance for governing bodies. DfE 2015 Use of reasonable force in schools: advice for headteachers, staff and governing bodies. DFE 2013 Screening, searching and confiscation: advice for headteachers, staff and governing bodies. DFE 2022 Suspension and permanent exclusion from maintained schools, Academies and pupil referral units in England including Pupil movement.