



SIR THOMAS RICH'S

Trustees Statement of General Principles underpinning the School's Behaviour and Discipline Policy

This Statement was drawn up in accordance with the Education and Inspections Act 2006, the associated DfES Guidance: *Behaviour in Schools Advice for headteachers and school staff (2024)* and the Education (Independent School Standards) (England) Regulations 2010

Date Reviewed: February 2025

Status: Non Statutory (Good Practice)

Responsibility: This Statement will be reviewed by trustees regularly, as part of their system of reviewing School Policies.

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1. Purpose of the statement

This Statement gives guidance to the Headteacher in drawing up the behaviour and discipline policy by stating the principles, which trustees expect to be followed. Trustees recognise that legislation provides the School with certain powers: restraint; confiscation; detention; internal exclusion; suspensions (fixed period exclusion); and permanent exclusion (expulsion).

punishment of pupils for actions off the school site; the search for prohibited items.

2. Purpose of the Behaviour & Discipline Policy

- To fulfil the trustees' duty of care to pupils and employees;
- Promote self-discipline and proper regard for authority among pupils,
- Encourage good behaviour and respect and tolerance for all, regardless of age, gender, sexual orientation, race, religion, disability and gender reassignment.
- Facilitate outstanding teaching and learning and high standards of attainment.
- Preserve the reputation of the School.

To support this, the School has in place appropriate rewards and sanctions. The trustees expect any policy or actions to be in accordance with their responsibilities under equality legislation and in accordance with the **School's Single Equality Policy**.

3. The School's values

The School aims to ensure pupils achieve their academic potential and that their behaviour and appearance are of the highest standard. Sir Thomas Rich's seeks to develop the characteristics and values intrinsic to *The Tommy's Way*. The Tommy's Way serves as the foundation of our school ethos, shaping our expectations, behaviours, and commitment to excellence.

Through structured pupil consultation, we ensure that student voices contribute meaningfully to the development of our school community. Our dedication to the Tommy's Award reflects our core values of leadership, service, creativity, connectedness, personal learning, and a spirit of adventure. Equally, we recognise that small actions are fundamental in fostering a positive and respectful environment. Upholding standards in uniform, maintaining corridor etiquette, demonstrating courtesy, and taking responsibility for our surroundings are essential aspects of school life. To uphold The Tommy's Way, we expect all members of our community to engage in positive interactions and uphold bystander responsibility. By embracing these principles, we create an environment where every individual can thrive, demonstrating integrity, respect, and a commitment to academic excellence. Pride in belonging to the School will ensure that pupils profit from the many opportunities they are offered. They will be well prepared to take responsible places in adult life. The School aims to realise this through:

- The achievement of the highest standards of work
- The achievement of the highest standards of behaviour
- The promotion of a wide range of extra-curricular activities
- The achievement of the highest standards of pastoral care, support and guidance

4. Sanctions and their purpose

The main sanctions are, in addition to those such as admonishment, detentions at break, lunchtime, after school or Saturday mornings, internal exclusions, suspensions (fixed period exclusion) and permanent exclusion (expulsion).

Their purpose is:

- to demonstrate that misbehaviour is not acceptable;
- to deter the pupil from repeating that behaviour;
- to express the disapproval of the school community;
- to deter other pupils from similar behaviour.

Sanctions should be reasonable and proportionate to the circumstances of the case. Account should be taken of the pupil's age, any special educational needs, disability and religious requirements.

5. Discretion of the Headteacher (and referral to the police)

It is recognised that the application of rewards and sanctions must have regard to the individual situation and the individual pupil and the Headteacher is expected to use his discretion in each case.

The Headteacher may inform the police if he believes it appropriate e.g. evidence of a criminal act discovered during a search under the Violent Crime Reduction Act, including drugs; cyber-bullying where criminal harassment or misuse of telecommunications are suspected.

6. Complaints

Detail is to be found in the School's Complaints Policy and Procedure. In summary, most parental concerns are dealt with informally in discussion with the pupil's Subject Teacher or Form Tutor. Should this prove unsuccessful, the complaint is referred to the Head of Year and possibly an appropriate senior member of staff. If the matter is not resolved, then a formal process will be instigated. Parents should make the complaint in writing to the Headteacher. They have final recourse to trustees (governors) who will then convene a Complaints Appeal Panel.