

Policy Name: Management Committee Statement of Behaviour Principles	
Last updated:	January 2026
Date of next review:	February 2029
Member of staff responsible for the policy:	Sarah Evans
Dissemination of the policy:	Management Committee, staff, website

Rationale and purpose

1. This Statement has been drawn up in accordance with the Education and Inspections Act, 2006 (including 2011 amendments), and DfE guidance (Behaviour and Discipline in Schools, 2016; Behaviour in Schools: Advice for headteachers and school staff February 2024).
2. The purpose of the Statement is to provide guidance for the headteacher in drawing up the school's policy to promote positive behaviour so that it reflects the shared aspirations and beliefs of the management committee, staff and parents for the students in the school as well as taking full account of law and guidance on behaviour matters. It is intended to help all school staff to be aware of and understand the extent of their powers in respect of positive discipline and to ensure consistency amongst staff. Staff should be confident that they have management committee support when following this guidance.
3. This is a statement of principles, not practice: it is the responsibility of the headteacher to draw up the school's policy for promoting positive behaviour, based on these principles. The headteacher is also asked to take account of the guidance in DfE publication Behaviour and Discipline in Schools: a guide for headteachers and school staff.

Principles

The management committee expect that the following principles underpin the policy:

- That relationships are at the heart of every interaction and that positive discipline is achieved through effective relationships. As such, the focus of the policy will be aimed at fostering and developing strong and healthy relationships that enables (a) all its students to make the best possible progress in all aspects of their life and (b) creates a community of mutual respect, self-discipline and acceptance in which good learning occurs without undue interruption or harassment.
- All children and young people, staff and visitors have the right to feel safe at all times whether at the Gloucester Royal Hospital schoolroom, in pupil homes, in the Cheltenham outpatient team classroom, or at Butterfly Bridge (primary). There should be mutual respect between staff and pupils, pupils and their peers, staff and their colleagues, staff and parents or other visitors to the school. All members of the school community must be aware that bullying or harassment of any description is unacceptable even if it occurs outside normal school hours.

- GHES is an 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 GHES must have a clear and comprehensive Anti-bullying Policy that is known and understood by all, consistently applied and monitored for its effectiveness. Measures to protect students from bullying and discrimination as a result of gender, race, ability, sexual orientation or background should be clearly set out and regularly monitored for their effective implementation.
- The management committee expect the policy to be in accordance with their responsibilities under equality legislation: for example, by making reasonable adjustments in its application to vulnerable students and those with SEND.
- Working in partnership with parents is key to our students' successful experience of school. Parents/carers should be encouraged and helped to support their children's education, just as the students should be helped to understand their responsibilities during their time at school, in the local community and in preparation for their life after school.
- The responsibilities of all the school community to achieve the aims of the Relationships Policy and our REACH Principles should be made clear within it and be shared with all students, staff and parents.
- Clear expectations for a positive learning environment and identified strategies to help staff build relationships and promote positive behaviour. These should be applied consistently and fairly.
- It is recognised that all behaviour is communication. When staff understand what the behaviour is trying to communicate then they can support a student to make a change. The policy should focus on making positive changes to behaviour using a restore and repair approach and taking into account individual circumstances and medical conditions.

The Policy to reference GHES's response and approach to:

- Screening and searching students
- Dealing with allegations of abuse or misconduct against teachers and other staff
- The use of reasonable force or other physical contact
- The power to discipline beyond the provision environment
- Multi-agency approaches for students who display continuous disruptive behaviour

Review

This Statement of Principles will be reviewed every 3 years, or as necessary. GHES Relationship and Positive Behaviour Policy will be reviewed and shared with the management committee annually.