

Behaviour Overarching Policy Statement (Whole School including EYFS)	9 c
---	-----

Responsible for Initiating Review of Policy	SLT
Committee to Review	SLT
Last Review Date	August 2025
Review Period	Annually
Approved by (Committee and Date)	SLT August 2025
Approved by Board of Governors	Autumn Term 2025
Effective Date of Policy	August 2025
Next Review Date	August 2026
Related Policies	9b – Pupil discipline and exclusion 10a – Behaviour – Anti-bullying Policy Statement 7a Safeguarding Policy Pupil Code of Conduct (senior school) 11g(i) Mobile Phone Policy (senior school) 9f Behaviour, Rewards and Sanctions in the senior staff handbook. 32d Acceptable use Policy (student) 14j(i) Searching, screening and confiscation policy.

Last Reviewed: August 2025	Page 1
----------------------------	--------

## Behaviour Policy Statement

### Key Requirements / Legal Duties

This policy responds to the Independent Schools Standards Regulations 2014, which includes the requirement that all schools must have a behaviour policy which must be available to all parents and prospective parents.

It is also drawn up in line with the [DfE Behaviour in Schools Advice – July 2022](#), and KCSIE September 2022, which makes it clear that all school staff have a responsibility to provide a safe environment in which pupils can learn. Burgess Hill Girls acknowledges its legal duties under the Equality Act 2010 in respect of safeguarding and in respect of pupils with SEN and disabilities.

### Statement of behaviour principles

At Burgess Hill Girls we aim to provide a broad, challenging and inclusive education for life, in a secure and happy environment where all members of the community feel valued and respected, and where effective teaching and learning is able to take place. To achieve this, above good behaviour in all aspects of school life is necessary.

### Introduction

Burgess Hill Girls endeavours to provide a safe learning environment in which pupils can feel and be safe, enjoy and achieve. The school recognises the inter-relationship between providing high quality teaching and learning opportunities and a stimulating learning environment, and promoting positive learning behaviour and good order. The school's behaviour management strategy emphasises positive strategies and a range of interventions in order that the school environment is one of cooperation, honesty, consideration, respect and shared responsibility. We promote good behaviour by example and by emphasising rewards rather than sanctions, ensuring both are well understood and seen to be fair. Burgess Hill Girls endeavours to help each girl feel secure by treating her as an individual, providing opportunities to build her confidence, develop self-esteem and the feeling of success.

### Roles and Responsibilities

The Head has the overall responsibility to determine the school's behaviour policy, set the standard of behaviour expected of pupils, and determine the school rules and any disciplinary sanctions for breaking the rules.

The Head, together with the Senior Leadership Team will help to create a culture of respect by reinforcing and making explicit the desired standards of behaviour and by supporting the authority of their staff to discipline disruptive behaviour, and the pupils who exhibit such behaviour, ensuring that this happens consistently across the school.

The member of staff with day to day responsibility for behaviour management is the Assistant Head Pastoral & Boarding in the Senior School and Assistant Head - Prep in Prep School including EYFS.

All staff have a responsibility to:

- provide a safe, welcoming environment;
- place the emphasis on learning and teaching;
- ensure pupils follow the school expectations during lessons, in corridors and in free time;
- recognise, praise and reward appropriate behaviour;
- ensure early intervention in cases where behaviour falls below the expected standard;
- take responsibility for any misbehaviour initially – seeking support/advice when required;
- ensure sanctions are applied consistently, are in proportion to the nature of the incident and any relevant background context, and to take into account where appropriate the circumstances/ needs of the pupil;
- work in partnership with parents and guardians.

### Expectations

The following principles should underpin all of our interactions with each other:

1. Respect each other
2. Listen to each other
3. Treat everyone as an individual
4. De-escalate incidents and seek to reconcile
5. Use energy constructively
6. Have time for praise
7. Enjoy teaching and learning together

These principles are consistent with the overarching aims and values at Burgess Hill Girls:

- To be responsible and cooperative
- To be polite and considerate

- To be patient and understanding
- To work with enthusiasm to bring out the best in all of us
- To appreciate the value and efforts made and the success achieved by each individual – students and staff
- To show respect for each other's possessions, the school environment and equipment, helping to keep the school tidy

We trust that by trying our best in these ways we shall:

- grow in personal integrity;
- develop our capacity to learn and be confident about doing new things;
- make the school a friendly, inviting and well-ordered place.

It is the school's expectation that everybody should at all times:

- treat others with respect, consideration and good manners;
- help to prevent all forms of bullying;
- behave helpfully and responsibly;
- respect the right of others to hold their beliefs and opinions;
- behave with the health and safety of others in mind;
- treat other people's property with care and respect;
- treat the school environment (grounds, buildings and materials) with care and respect;
- keep to and enforce the school dress code;
- allow others to learn and teachers to teach;
- adhere to other relevant codes (read in conjunction with this policy), such as the Acceptable Use of the Internet and Mobile Devices Agreements, Anti Bullying Policy, and Drugs, Alcohol and Tobacco Policy , Searching, screening and confiscation policy.

Our success is tested not by the absence of challenges but in the way we address them. The School will not assume that because a pupil has SEND, it must have affected their behaviour on a particular occasion – this is a question of judgement for the school on the facts of the situation.

#### Behaviour in lessons

All pupils are expected to display behaviour which shows a respect for their own learning and the learning of others. This includes arriving for lessons (and registrations and assemblies) on time, and equipped for learning. In class they are required to demonstrate positive learning attitudes and to allow others to learn free from disruption. In line with the school's belief in

positive reinforcement, pupils who display positive learning behaviour should receive praise and recognition.

Adverse behaviour, and pupils displaying adverse behaviour, will be corrected in line with the school's range of disciplinary sanctions. Additional to the types of behaviour which place a pupil at risk of exclusion, poor learning behaviour includes a lack of effort, a lack of work, failing to complete homework, off-task behaviour which interrupts the learning of others and a lack of co-operation. There may be circumstances when it is appropriate for staff in schools to use reasonable force to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. 'Reasonable' in these circumstances means 'using no more force than is needed'.

#### Uniform, behaviour around the building and out of lessons

Pupils are expected to behave in a manner which demonstrates respect for themselves and others. This applies to use of language, to the way in which they act and behave and to the manner in which they respond to each other; all of which should demonstrate courtesy and consideration. This includes towards fellow pupils, staff, parents, governors and visitors.

Positive behaviour includes setting high standards by wearing the correct uniform and high standards of dress, and moving around the school in a manner which is orderly and respects the health and safety of others. Expectations regarding uniform and orderly conduct are reinforced in assemblies and by targeted work by the school. Staff will contact parents if there are concerns about a pupil's conduct or uniform, following the protocols in their section of the school.

#### Behaviour outside the School

Pupils who breach this overarching policy statement and/or 9b Behaviour – Pupil Discipline and Exclusion Policy whilst on school business such as trips and visits, sports fixtures, clubs and activities, or a work-experience placement will be dealt with in the same manner as if the incident had taken place in school.

For incidents that take place outside the school and not on school business, this policy will still have effect if there is a clear link between that behaviour and maintaining good behaviour and discipline among the pupil body as a whole. This includes bullying behaviour within the school community (e.g. child-on-child / pupil to staff outside school), behaviour in the immediate vicinity of the school or on a journey to or from the school. Other relevant factors include whether the

pupil is wearing school uniform or is in some other way identifiable as a pupil at the school and whether the behaviour could adversely affect the reputation of the school.