



The Federation of Crowlands Primary & Newtons Primary Schools

Behaviour Principles 2018 - 2021

Reviewed: L and A Committee
Review date: May 2018
Next review date: May 2021

The Growing Together Federation's Governors' Statement of General Principles with Regards to Behaviour.

Rationale and Purpose

This statement has been drawn up in accordance with the Education and Inspections Act, 2006 and DfE guidance (Behaviour and Discipline in Schools, 2012).

The purpose of this statement is to provide guidance for the headteacher in drawing up the school's behaviour policy so that it reflects the shared aspirations and beliefs of governors, staff and parents for the children in 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 discipline and sanctions and how to use them. Staff should be confident that they have the Governors' support when following this guidance.

This is a statement of principles, not practice; it is the responsibility of the Headteacher to draw up the school's behaviour policy, though she must take account of these principles when formulating this. The Headteacher is also asked to take account of the guidance in DfE publication Behaviour and Discipline in Schools: a guide for headteachers and staff. The school behaviour policy must be publicised, in writing, to staff, parents/carers and children at least once a year. The policy will be applied with consistency and fairness, with regard to each individual situation. The emphasis will be on encouraging positive behaviour through high expectations; a focus on learning; and praise and rewards. It is recognised however that on occasions sanctions are necessary to demonstrate that misbehaviour is not acceptable; to express the disapproval of the school community and to deter other pupils from similar behaviour. Sanctions will enable the student to reflect on, and learn from, her behaviour and to make reparation wherever possible. Because of our focus on positive behaviours and the opportunities for students to learn from their mistakes, we expect lower than the national average rates of exclusion. Some students, for example those with special educational needs, physical or mental health needs, and looked after students can experience particular difficulties with behaviour and the school will seek to ensure that such students receive behavioural support according to their need. However, when making decisions the school must balance the needs of the individual with those of the school community and where student behaviour places others at risk, the safety of the student body as a whole is paramount. Given the importance of the safety of the student body, the Governing body support the right of the school to permanently exclude for a single offence where it is considered that allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school. Similarly, given the over-riding need to keep children safe, the school will utilise their powers to

search and to use reasonable force in order to keep individuals from harming, or further harming, themselves or others.

Principles

- The Governors of The Growing Together Federation believe all aspects of behaviour management and discipline are built on the foundations of the values of the school, including the teaching of British values and enables
 - (a) all our children to make the best possible progress in all aspects of their school life and work and
 - (b) all staff to teach and promote good learning without undue interruption or harassment.
- All children and staff have the right to feel safe at all times in school. There should be mutual respect between staff and children and between each other. All visitors to the school should feel safe and free from the effects of poor behaviour at all times and in all parts of the school. (Mutual Respect)
- The schools within the federation are inclusive. 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 gender, race, ability, sexual orientation or background should be clearly set out and regularly monitored for their effective implementation. (Tolerance of those of Different Faiths and Beliefs)
- 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 Behaviour Policy and made known to all staff. (Individual Liberty)
- Parents / carers should be encouraged and helped to support their children's education, 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. The responsibilities of children, parents / carers and all school staff with respect to children's behaviour must be outlined in the Home School Agreement which children, parent / carers and teachers must be asked to sign when a pupil joins the school.

- The School Rules should be clearly stated in the Behaviour Policy. These should set out expected standards of behaviour, should be displayed in all classrooms and other, relevant parts of the school and shared with and explained to all children. The governors expect the rules to be consistently applied by all staff and regularly monitored for their effectiveness.(The Rule of Law)
- 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 Behaviour Policy and regularly monitored for their consistent, fair application and effectiveness. (The Rule of Law)
- Sanctions for unacceptable / poor behaviour should be known and understood by all staff and children and consistently applied. The full range of sanctions should be clearly described in the Behaviour Policy so that children, staff and parents can understand how and when they are applied. The Governors strongly feel that exclusions, particularly those that are permanent, must be used only as a very last resort. 'Unofficial' exclusions are illegal and so must be avoided. The Headteacher may inform the police, as appropriate, if there is evidence of a criminal act or if he fears that one may take place. Sanctions should be monitored for their proper use and effective impact. (The Rule of Law)
- The Behaviour Policy should set out the disciplinary action that will be taken against students who are found to have made malicious accusations against school staff. Governors expect the Headteacher to draw on the advice in Dealing with Allegations of Abuse against Teachers and other staff guidance documents when setting out the pastoral support that school staff should expect to receive if they are accused of misusing their powers. Staff so accused should not be automatically suspended pending an investigation. (Individual Liberty)
- The Governors expect the Headteacher to include the following in some detail in the Behaviour Policy:
 1. The power to use reasonable force or make other physical contact: the situations in which reasonable force may be used (including removing disruptive pupils from classrooms or preventing them from leaving) should be stated. A definition of reasonable force should be included, which would also explain how and when children may be restrained. Governors would expect all staff to be trained in the use of reasonable force and restraint.

2. The power to discipline outside the school gates: disciplining beyond the school gates covers the schools response to all non-criminal bad behaviour and bullying that occurs anywhere off the school premises.

The governors must be satisfied, in all situations arising, that the measures proposed by the Headteacher are lawful and that staff and children know that sanctions can be applied in these circumstances.

Review

This statement of Principles will be reviewed every 3 years or as necessary. The school Behaviour Management Policy will be reviewed and shared with Governors annually.

The Growing Together Federation

Approved by Governors:

Updated: Summer 2018

Review date: Spring 2021