

Behaviour Principles Written Statement

DATE OF ADOPTION:

DATE OF NEXT REVIEW: January 2019

TO BE REVIEWED BY: Full Governing Body



South Tawton Primary is an inclusive school where we recognise that children have different needs around behaviour just as they do with learning. Some barriers to learning may be developmental and this is the same with behaviour. Children go through stages of development at different times, some later than others, so that a pupil in one of the older classes may be at the same developmental stage of behaviour as a child who is in a younger year group. Our staff are committed to supporting all children, including those with additional needs – children with a diagnosed condition as well as those with delayed development or needs due to environmental factors which may be present.

We are committed to promoting respect, fairness and social inclusion and these are the principles underlying the behaviour policy. We are committed to improving outcomes for our children and staff and to promoting good relations across the whole school community.

Right to feel safe at all times:

All children, staff and other members of the school community have the right to feel safe at all times whilst in school. We expect all members of the school community to behave responsibly and to treat each other with respect. They should be aware that bullying or harassment of any description is unacceptable even if it occurs outside normal school hours.

High standards of behaviour:

The Governors strongly believe that high standards of behaviour lie at the heart of a successful school.

- Good teaching and learning promote good behaviour and good behaviour promotes effective learning.
- Children have the right to learn and to achieve their potential in all aspects of their lives and staff have the right to teach.

Governors also believe that the expectation of high standards of behaviour which are required during the school day can have a positive effect on the life of young people outside school in encouraging them to become successful citizens.

Inclusivity and Equality:

As an inclusive school, we believe in equality and in valuing the individual. We believe all members of the school community should be free from discrimination, harassment and bullying and will not tolerate them in any form. Measures to counteract bullying and discrimination will be consistently applied and monitored for their effectiveness. The school's legal duties in order to comply with the Equality Act 2010 and will be further reinforced through the Promoting Positive Behaviour and Anti-Bullying Policies and seek to safeguard vulnerable children. We recognise some children may need additional support to meet behaviour expectations.

School Rules:

School rules are detailed in our Promoting Positive Behaviour Policy. We believe in consistent systems differentiated by age, in taking responsibility for our actions – in choice and consequence.

We expect that all staff will support rules and codes and ensure consistent application and expectations across the school day.

Rewards:

We believe positive behaviours should be rewarded to encourage good behaviour in the classroom and elsewhere in the school.

The Governors expect that any rewards system is explained to others who have responsibility for young people such as volunteers and other groups who work in school where applicable, home to school transport (subsidised bus) so that there is a consistent message to pupils that good behaviour reaps positive outcomes.

The rewards system must be regularly monitored for consistency, fair application and effectiveness.

Sanctions:

Sanctions for unacceptable/poor behaviour are known and understood by all staff, other adults with authority for behaviour, pupils and parents/carers including extended provision.

It is important that sanctions are monitored for their proper use, consistency and effective impact.

The use of Reasonable Force:

At all times the use of force should be a last resort but governors agree it may be used in the following circumstances:

To prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.

In a school, force is used for two main purposes – to control pupils or to restrain them. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances. (Section 93, Education and Inspections Act 2006)

The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used. Schools can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts.

Schools cannot: use force as a punishment – it is always unlawful to use force as a punishment

(see Use of reasonable force Advice for head teachers, staff and governing bodies July 2013)

www.gov.uk/government/publications/use-of-reasonable-force-in-schools

Authorised staff are appropriately trained in the use of reasonable force and restraint and all staff are given advice on de-escalation and behaviour management techniques.

There is a statutory duty to record and report all significant incidents including all use of force. Where a risk has been identified an individual pupil 'Behaviour Management Plan' may specify a particular physical intervention technique for the pupil concerned.

The power to discipline for behaviour outside the school gates:

The Promoting Positive Behaviour Policy sets out the school's response to non-criminal bad behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a member of staff or reported to the school.

The Policy includes the school's response to any bad behaviour when the child is taking part in any school-organised or school-related activity, wearing school uniform, or identifiable as a pupil at the school

Even if the conditions above do not apply, the Policy takes account of misbehaviour at any time which could have repercussions for the orderly running of the school, poses a threat to another pupil or member of the public or could adversely affect the reputation of the school.

Signed..... (Chair of Govs)

Date