

# Grove Road Primary School



## Statement of Behaviour Principles

Reference: “Behaviour & Discipline in Schools – Guidance for Governing Bodies” (DfE July 2013)

<b>Policy Review</b>	
Review schedule	Every 3 years
Reviewing Committee	Teaching & Learning
Date of Last Review	February 2015
Date of Next Review	February 2018

Headteacher signature	Date signed
Chair of Governors Signature	Date signed

# Grove Road

## “Growing & Achieving Together”

### Statement of Behaviour Principles

The Department for Education requires governing bodies of maintained schools to publish a statement of behaviour principles for their school. The Governing Body therefore has a duty to produce and review a written statement of general principles to guide and support the Headteacher in drawing up the school’s behaviour policy to promote good behaviour and ensure continuity when imposing sanctions.

The document ‘Behaviour and Discipline in Schools – Guidance for Governing Bodies’ (DFE - July 2013) has been used as a reference in producing this Statement of Behaviour Principles.

#### **The Governors’ Values, Beliefs and Principles**

Grove Road Primary School is an inclusive school. 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. Our school core values are:

- Community
- Respect
- Self- Belief
- Ambition

#### **Right to feel safe at all times:**

All young people 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. All children have the right to learn and to achieve their potential 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. All members of the school community should model positive behaviour. All members of the school community are expected to accept and implement the behaviour policy.

#### **Inclusivity and Equality:**

As an inclusive school, we value equality and treat each child as an individual. We believe all members of the school community (children, parent/carers, teachers, support staff and

governors) 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. All members of the school community have a right to be listened to and responded to.

The school's legal duties in order to comply with the Equality Act 2010 and which are described in the School's Single Equality Scheme will be further reinforced through the Behaviour and Anti-Bullying policies and seek to safeguard vulnerable pupils. We recognise some pupils may need additional support to meet behaviour expectations.

Children should be supported in positively developing their social, emotional and behaviour skills.

The school will identify those children who may require extra support due to circumstances out of their own, or the school's direct control. Where appropriate, the governors and Headteacher should work positively with outside agencies.

### **School Rules:**

The School's behaviour system will be detailed in our Behaviour Policy. We expect that all staff will support the school system, ensuring 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 reward system is explained to all staff who have responsibility for the children whilst they are in school so that there is a consistent message that positive behaviour is celebrated. The reward system must be regularly monitored for consistency, fair application and effectiveness.

### **Sanctions**

Sanctions for unacceptable behaviour should be known and understood by all staff. It is important that sanctions are monitored for their proper use, consistency and effective impact.

### **Home/School Agreement**

The Home/School Agreement will be an important part of communicating our approach to positive behaviour, so that parents/carers can be encouraged to support their child. The responsibilities of children, parents/carers and all school staff, with respect to their and their children's behaviour, should be outlined in the Home School Agreement. This Agreement should be signed by the children, parents/carers and teachers when a pupil joins the school. Governors will monitor returns and review this agreement every 3 years.

### **The use of Reasonable Force:**

The Governors expect the School Behaviour Policy and the Physical Intervention Policy to clearly outline the circumstances where staff may use reasonable force and other physical contact. At all times the use of force should be a last resort but governors agree it may be used in the following circumstances (see Section 93 of the Education and Inspections Act 2006)

'A person to whom this section applies may use such force, as is reasonable in the circumstances, for the purpose of preventing a pupil from doing (or continuing to do) any of the following:

- committing any offence,
- causing personal injury to, or damage to the property of, any person (including the pupil himself), or
- prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise'.

The Governors expect that 'authorised' staff are appropriately trained in the use of reasonable force and restraint and that 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 'Pastoral Support Plan' may specify a particular physical intervention technique for the pupil concerned.

### **The power to discipline for behaviour outside the school gates**

The Governors expect the Behaviour Policy to set out the school's response to non-criminal 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 should include the school's response to unacceptable 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 must take account of behaviour at any time which could affect the orderly running of the school, pose a threat to another pupil, member of staff or a member of the public, or which could adversely affect the reputation of the school.

### **Pastoral care for school staff:**

The Governors would expect the Headteacher to draw on and follow the advice in the 'Dealing with Allegations of Abuse against Teachers and Other Staff' guidance when setting out the pastoral support that school staff can expect to receive if they are accused of misusing their powers. In addition, the Bullying and Harassment Policy and Safeguarding guidance (RAMAAS) sets out the disciplinary action that will be taken against children or adults who are found to have made malicious accusations against school staff.