



Learning Together, Building Futures

Behaviour Principles Written Statement

Head Teacher: Ms E D'Souza

Reviewed: September 2020

Date for Review: September 2022

Approval of the Governing Body

This document is a statement of the aims, principles and strategies for:

Behaviour Principles Written Statement

Hermitage Primary School

Signatures

Headteacher: Ms E D'Souza

Chair of Governors: Dr S Barrow

Rationale and Purpose

This Statement has been drawn up in accordance with the Education and Inspections Act 2006, and DfE guidance (The school behaviour policy: the role of the governing body). The purpose of this statement is to provide guidance for the Headteacher in drawing up the Behaviour and Discipline Policy at Hermitage Primary School so that it reflects the shared aspirations and beliefs of governors, staff and parents for the children 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 discipline and sanctions and how to use them. Staff should be confident that they have the Governor's support when following this guidance.

This is a statement of principles, not practice: it is the responsibility of the Headteacher to draw up the Behaviour and Discipline Policy at Hermitage Primary School, 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 school staff (January 2016).

The Behaviour and Discipline Policy must be publicised, in writing, to staff, parents/carers and children each year. It must also appear on the school's website.

Principles

- *High standards of behaviour:* The Governors of Hermitage Primary School believe that high standards of behaviour lie at the heart of a successful school that (a) enables all its children to make the best possible progress in all aspects of their school life and work and (b) all staff to be able to teach and promote good learning without undue interruption.

- *Right to feel safe at all times:* All children and staff have the right to feel safe at all times in school. Mutual respect between staff and children and between each other will be evident. All visitors to the school will feel safe and free from the effects of poor behaviour at all times and in all parts of the school. Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others.

- *Inclusivity:* Hermitage Primary School is an inclusive school. All members of the school community will 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. Pupils are helped to take responsibility for their actions. Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life.

- *Equality:* The school's legal duties under the Equality Act 2010 in respect of safeguarding, students with Special Educational Needs and all vulnerable students will be set out in the Behaviour Policy and made known to all staff. All pupils, staff and visitors are free from any form of discrimination
- *Home-School Agreement:* Parents / carers will be encouraged and helped to support their children's education, just as the children will 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.
- *School Rules:* The School Rules (Caring Code, School Reflection, School Manners) will be clearly stated in the Behaviour Policy. These will set out expected standards of behaviour and will 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. Staff and volunteers set an excellent example to pupils at all times.
- *Rewards and Success:* 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. They will be made clear in the Behaviour Policy and regularly monitored for their consistent, fair application and effectiveness. The Behaviour Policy is understood by pupils and staff.
- *Unacceptable / poor behaviour and Steps:* Sanctions for unacceptable / poor behaviour will be known and understood by all staff and children and consistently applied. The full range of sanctions (Steps) will be clearly described in the Behaviour Policy so that children, staff and parents can understand how and when they are applied. Sanctions will be monitored for their proper use and effective impact. Exclusions will only be used as a last

resort, the Behaviour Policy outlines the processes involved in permanent and fixed-term exclusions. The governing body also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

The Headteacher may inform the police, as appropriate, if there is evidence of a criminal act or if she fears that one may take place.

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.

- *Behaviour Policy:* The Behaviour Policy will 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.

The Governors expect the Headteacher to include the following in some detail in the Behaviour Policy and the Positive Handling Policy:

- *Power to use reasonable force or make physical contact:* the situations in which reasonable force may be used (including removing disruptive pupils from classrooms or preventing them from leaving) will be stated. A definition of reasonable force will be included, and explain how and when children may be restrained. Governors expect all staff to be trained in the use of reasonable force and restraint.
- *Disciplining beyond the school gates:* disciplining beyond the school gates covers the school's response to misbehaviour and bullying that occurs anywhere off the school premises that is witnessed by a member of staff or reported to the school. This includes any misbehaviour when the child is taking part in any external school-organised or school-related activity.

Associated Guidance

- Behaviour and discipline in schools: guidance for headteachers and school staff. DfE 2016
- Dealing with Allegations of Abuse against Teachers and Other Staff. Guidance for local authorities, head teachers, school staff, governing bodies and proprietors of independent schools, DfE, 2012
- Ensuring good behaviour in schools: a summary for head teachers, governing bodies, teachers, parents and pupils. DfE 2012

- The Governance Handbook DfE 2019
- Equality Act 2010
- Use of Reasonable Force DfE 2013
- Searching, Screening and Confiscation DfE 2018
- Supporting Pupils at School with Medical Conditions DfE 2015