

# Elm Park Primary School

## Statement of Behaviour Principles



**'Aspiring to be the best we can be!'**

<b>Policy type</b>	Statutory
<b>Statutory compliance with</b>	School Behaviour Behaviour Management/Anti Bullying Policies

<b>Responsible</b> (author)	Governor – Chair of Standards Committee
<b>Approved / Accountable</b>	Standards Committee
<b>Consulted</b>	
<b>Informed</b>	All stakeholders

<b>Review Frequency</b>	Every 2 years
<b>Next Review Date</b>	27/06/2019
<b>Approved by/When</b>	Full GB 27/06/2017

## **GOVERNING BODY STATEMENT OF BEHAVIOUR PRINCIPLES**

The Department for Education requires governing bodies of maintained schools to publish 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 the Headteacher in determining measures to promote good behaviour and discipline amongst pupils. 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.

Elm Park 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.

### **1. 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.

### **2. 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.

### **3. Inclusivity and Equality:**

- We are 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 which are described in the School's Single Equality Policy will be further reinforced through the Positive Behaviour & Relationships and Anti-Bullying Policies and seek to safeguard vulnerable pupils. We recognise some pupils may need additional support to meet behaviour expectations.

### **4. School Rules:**

- School rules will be detailed in our Positive Behaviour & Relationships 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.

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**5. 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 extended school provision and, where applicable, home to school transport 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.

**6. Sanctions:**

- Sanctions for unacceptable/poor behaviour should be 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.

**7. Home/School Agreement:**

- The Home/School Agreement will be an important part of communicating our approach so that parents/carers can be encouraged to support their child, just as the pupils should be helped to understand their responsibilities during their time at school, in the wider community and in preparation for their life after school.
- 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 which children, parents/carers and teachers must be asked to sign when a pupil joins the school.

**8. The use of Reasonable Force:**

- The Governors expect the Whole School Positive Behaviour & Relationships Policy/ Physical Intervention & Restraint 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)
  - in self-defence or when safety is an issue;
  - where a child puts themselves or others in danger or at risk of being hurt/injured
  - where there is a risk of significant damage to property;
  - to search pupils for weapons / stolen property.
- 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 'Behaviour Management Plan' may specify a particular physical intervention technique for the pupil concerned.

**9. The power to discipline for behaviour outside the school gates:**

- The Governors expect the Positive Behaviour & Relationships Policy to set 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 should include the school's response to any bad behaviour when the child is:

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- 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 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.

**10. Pastoral care for school staff:**

- The Positive Behaviour & Relationships Policy must include details of how the school will respond to an allegation against a member of staff. The Governors would not normally expect automatic suspension of a member of staff who has been accused of misconduct, pending an investigation. The Governors would, however, expect the Headteacher to draw on and follow the advice in the 'Managing Allegations Against Staff' guidance when setting out the pastoral support school staff can expect to receive if they are accused of misusing their powers. In addition, the Positive Behaviour & Relationships Policy should set out the disciplinary action that will be taken against children who are found to have made malicious accusations against school staff.

**11. Policies referred to on this statement**

- Positive Behaviour & Relationships Policy
- Anti-Bullying Policy
- Physical Intervention & Restraint Policy
- Managing Allegations Against Staff Policy
- Home/School Agreement