



Someries Junior School

Behaviour principles written statement

September 2018

STATUTORY

The school has carefully considered and analyses the impact of this policy and guidelines on equality and the possible implications for pupils with protected characteristics, as part of its commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

Achieving excellence together.





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Our vision

- ✓ At Someries Juniors, we will work collectively to help children to develop into the best versions of themselves.
- ✓ Children will leave our school as responsible citizens who can make a positive difference to the world.

Our aims

We aim to:

- ⊕ Provide excellent teaching and engaging learning experiences that will nurture each child's potential
- ⊕ Model our values in all that we do
- ⊕ Be reflective practitioners who strive for continuous improvement
- ⊕ Create a safe, fun place where every child feels valued and which children will leave with many happy memories
- ⊕ Provide an environment that is stimulating and inspirational
- ⊕ Promote collaboration and team work
- ⊕ Inspire our children to be independent, resilient lifelong learners
- ⊕ Develop constructive relationships with families and our community

Rationale and purpose

1. This Statement has been drawn up in accordance with the Education and Inspections Act, 2006, and Department for Education guidance (Behaviour and Discipline in Schools, 2012).
2. The purpose of the statement is to provide guidance for the head teacher in drawing up the school's Behaviour Policy so that it reflects the shared aspirations and beliefs of governors, staff and parents for the pupils 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 Governors' support when following this guidance.
3. This is a statement of principles, not practice: it is the responsibility of the head teacher to draw up the school's behaviour policy, though she must take account of these principles when formulating this. The head teacher is also asked to take account of the guidance in Department for Education publication *Behaviour and Discipline in Schools: a guide for head teachers and school staff*.
4. The Behaviour Policy must be publicised, in writing, to staff, parents and carers at least once a year.

Principles

5. The Governors of Someries Junior School strongly believe that high standards of behaviour lie at the heart of a successful school that enables (a) all its pupils 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 or harassment.
6. All pupils and staff have the right to feel safe at all times in school. There should be mutual respect between staff and pupils and between pupils. 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.
7. Someries Junior School is an inclusive school. 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 and monitored for its effectiveness. Measures to protect pupils 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.
8. The school's legal duties under the Equality Act, 2010 in respect of safeguarding, pupils with special educational needs and all vulnerable pupils should be set out in the Behaviour Policy and made known to all staff.
9. Parents and carers should be encouraged and helped to support their children's education, just as the pupils 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 pupils, parents and carers and school staff with respect to pupils' behaviour must be outlined in the Home-school agreement which pupils and parents and carers must be asked to sign when a pupil joins the school.
10. 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 pupils. The Governors expect the rules to be consistently applied by all staff and regularly monitored for their effectiveness.

11. 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.
12. Sanctions for unacceptable or poor behaviour should be known and understood by all staff and pupils and consistently applied. The full range of sanctions should be clearly described in the behaviour and anti-bullying policy so that pupils, staff and parents can understand how and when these 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 head teacher may inform the police, as appropriate, if there is evidence of a criminal act or if she fears that one may take place. Sanctions should be monitored for their proper use and effective impact.
13. The school's statement of procedures for dealing with allegations of abuse against staff should set out the disciplinary action that will be taken against pupils who are found to have made malicious accusations against school staff. Governors expect the head teacher 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.
14. The Governors expect the head teacher to include the following in some detail in the behaviour and anti-bullying policy:
 - a. Screening and searching pupils: the reasons for searching pupils should be made explicit, together with details of who may search, where such searching should take place, what will happen to any banned items found as a result of such a search and what sanctions will be applied. It should also be made clear that parents do not have to be informed before a search. Governors would expect authorised staff to be appropriately trained.
 - b. 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 should also explain how and when pupils may be restrained. Governors would expect all staff to be trained in the use of reasonable force and restraint.
 - c. The power to discipline outside the school gates: disciplining beyond the school gates covers the school's 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 head teacher are lawful and that staff and pupils know that sanctions can be applied in these circumstances.

Implementation of policy

This statement of principles will be reviewed every three years, or as necessary. The school's behaviour and anti-bullying policy will be reviewed and shared with staff, pupils, parents and carers and the governing body annually.

Reviews

Date of publication: September 2018
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