



"Aiming high to achieve success!"

Behaviour Principle

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1. DEFINITIONS

- 1.1 For the purpose of this statement, a child, young person, pupil or student is referred to as a 'child' or a 'pupil'.
- 1.2 Wherever the term 'parent' is used, this includes any person with parental authority over the child concerned e.g. carers, legal guardians etc.

2. INTRODUCTION

- 2.1 The Education and Inspectors Act 2006 and DfE guidance (Behaviour in Schools, 2012) requires the Governors to make and frequently review, a written statement of general behaviour principles to guide the Head Teacher in determining measures to promote good behaviour.
- 2.2 This is a statement of principles, not practice. Practical applications of these principles are the responsibility of the Head Teacher.
- 2.3 The statement has been adopted by the Governing Board as a whole, following consultation with the Head Teacher, parents, staff and pupils.
- 2.4 The Governors at **Abbott Community Primary School** believe that high standards of behaviour lie at the heart of a successful School, enabling children to make the best possible progress in all aspects of their School life. We value everyone as an individual, capable of growth, change and development. Our relationships are underpinned by the principles of justice, equality, mutual respect, fairness and consistency.
- 2.5 The purpose of this statement is to give guidance to the Head Teacher in drawing up the Behaviour Policy by stating the principles that the Governors expect to be followed.

3. PRINCIPLES

3.1 Right to feel safe at all times

- 3.1.1 All young people and staff have the right to feel safe at all times whilst in school. There should be mutual respect between staff and pupils; pupils and their peers; staff and their colleagues and staff and parents or other visitors to the school. All members of the school community must be aware that bullying or harassment of any description is unacceptable and, even if it occurs outside normal school hours, will be dealt with in accordance with the sanctions laid out in the Whole School Behaviour Policy and procedures.
- 3.1.2 All staff must be aware of the risk of radicalisation and be alert to changes in a pupil's behaviour, which could indicate that they may need help or protection. The school's Online Safety and Prevent/anti radicalisation policy details our procedures for promoting online safety and preventing access to terrorist and extremist materials when accessing the internet.

3.1.2.1 Pupils' resilience to radicalisation will be built up by achieving a positive ethos in school as laid out in the Whole School Behaviour Policy and with the promotion of fundamental British values.

3.2 **High Standards of Behaviour**

3.2.1 The Governors strongly believe that high standards of behaviour lie at the heart of a successful school. Such expected behaviour will enable all its young people to make the best possible progress in all aspects of their school life and work, and all staff to be able to teach and promote good learning without interruption.

3.2.2 The 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; encouraging them to become acceptable members of the wider community.

3.3 **Inclusivity and Equality**

3.3.1 Our School is an inclusive school. All members of the school community should be free from discrimination of any description and this is further recognised in our Educate and Celebrate Code of Conduct and promoted in the day-to-day running of the school.

3.3.2 The Whole School Behaviour Policy and procedures must emphasise that bullying and discrimination as a result of gender, race, ability, sexual orientation or background is absolutely unacceptable and attracts a zero tolerance attitude.

3.3.3 The Policy and procedures must, therefore, include an anti-bullying statement which is clear, concise and is understood by all members of the school community. Measures to counteract bullying of all forms including cyber bullying and discrimination will be consistently applied and monitored for their effectiveness.

3.3.4 The school's legal duties to comply with the Equality Act 2010, which are described in the School's Single Equality Scheme, will be further reinforced through the Whole School Behaviour Policy and procedures will seek to safeguard vulnerable pupils, particularly those with special educational needs where reasonable adjustments in the Behaviour Policy's application may be made.

3.4 **School Rules**

3.4.1 The Whole School Behaviour Policy and procedures must include details of the school rules. These should set out the expected standards of behaviour, be displayed in all classrooms and shared with and explained to all pupils in an age-appropriate manner. The Governors expect that any school rules are applied consistently across the whole school by staff and others to whom this authority has been given. School rules which are clear and explained to all staff will ensure that staff have the confidence to apply the rules appropriately and where necessary, give rewards for good behaviour and the appropriate level of sanction for inappropriate or unacceptable behaviour.

3.5 **Rewards**

- 3.5.1 The Governors expect the Whole School Behaviour Policy and procedures to include a wide range of rewards which are clear and enable staff and others with authority to apply them consistently and fairly across the whole school.
- 3.5.2 The rewards system will 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, so that there is a consistent message to pupils that good behaviour reaps positive outcomes.
- 3.5.3 The rewards system must be regularly monitored for consistency, fair application and effectiveness.

3.6 **Sanctions**

- 3.6.1 Sanctions for unacceptable/poor behaviour should be known and understood by all staff, other adults with authority for behaviour, pupils and parents. Like rewards, sanctions must be consistently applied across the whole school, including extended school provision.
- 3.6.2 The range of sanctions must be described in the Whole School Behaviour Policy and procedures so that all concerned are aware of and understand how and when the sanctions will be applied.
- 3.6.3 The Whole School Behaviour Policy and procedures should explain how and when exclusions (both fixed-term and permanent) will be used as a sanction. The Policy and procedures should include the provision for an appeal process against a sanction where a pupil or parent believes the school has exercised its disciplinary authority unreasonably.
- 3.6.4 The Governors, however, believe that the exclusion sanction should only be used as a last resort. 'Unofficial' exclusions are illegal and so must be avoided. The Head teacher may inform the Police, where necessary and appropriate, if there is evidence of a criminal act or it is thought that one may take place.
- 3.6.5 It is important that sanctions are monitored for their proper use, consistency and effective impact.

3.7 **Home/School Agreement**

- 3.7.1 There is no statutory requirement to have, or to ask parents to sign a Home School Agreement that outlines the responsibilities of the parent and the school; including those around behaviour and attendance.
- 3.7.2 On balance, and in order to continue to foster parental relationships, we have decided to continue with the home-school agreement which should be signed and returned to the school.

3.7.3 The Home/School Agreement should mirror the statements made in the Whole School Behaviour Policy and procedures so that parents are 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 wider community and in preparation for their life after school.

3.7.4 The responsibilities of children, parents and all school staff with respect to their and their children's behaviour will be outlined in the Home School Agreement which children, parents and teachers must be asked to sign when a pupil joins the school.

3.8 The Use of Reasonable Force

3.8.1 The Governors expect the Whole School Behaviour Policy and procedures to clearly outline the circumstances where staff may use reasonable force and other physical contact to control inappropriate behaviour, including removing disruptive pupils from classrooms or preventing them from leaving.

3.8.2 A definition of 'reasonable force' should be included, which will explain how and under what circumstances pupils may be restrained.

3.8.3 The Governors expect that appropriate and '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. Mention should also be made of the need for individual pupil 'Behaviour Management Plans' which may specify particular physical intervention techniques for the pupil concerned.

3.9 The Power to discipline for behaviour outside the school gates

3.9.1 The Governors expect the Whole School Behaviour Policy and procedures to set out the school's response to non-criminal bad behaviour and bullying (including cyberbullying and sexting), which occurs anywhere off the school premises and which is witnessed by a member of staff or reported to the school.

3.9.2 The Policy should include the school's response to any bad behaviour when the child is:

3.9.2.1 taking part in any school-organised or school-related activity, or

3.9.2.2 travelling to and from school, or

3.9.2.3 wearing school uniform, or

3.9.2.4 in some other way identifiable as a pupil at the school

3.9.3 Even if the conditions above do not apply, the Policy must take account of misbehaviour at any time which:

3.9.3.1 could have repercussions for the orderly running of the school, or

3.9.3.2 poses a threat to another pupil or member of the public, or

3.9.3.3 could adversely affect the reputation of the school.

4. The Governors wish to emphasise that violence, threatening behaviour or abuse by pupils or parents towards the School's staff will not be tolerated. If a parent does not conduct himself/herself properly, the School may ban them from the School premises and, if the parent continues to cause disturbance, he or she may be liable to prosecution.

APPENDIX A: Related Policies

ACPS-004 Behaviour Policy

ACPS-005 Physical Intervention Policy

APPENDIX B: Home School Agreement

Home School Agreement

Abbott Community Primary School offers equal opportunities for all pupils whatever their age, gender, ethnicity, attainment and background to develop to the full their personal, intellectual and practical capabilities. This involves a partnership between parents, staff, pupils and governors.

The school provides a happy, caring and purposeful atmosphere where children are encouraged to be independent and develop their natural talents and abilities.

We have high standards of behaviour based on respect for others.

We are committed to safeguarding and promoting the welfare of all children in our school.

All adults working or volunteering in school have a valid CRB clearance.

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ABBOTT COMMUNITY PRIMARY SCHOOL

*Aiming High To Achieve
Success*



HOME SCHOOL AGREEMENT

Parents will:

- Ensure their child comes to school in uniform, correctly equipped, in good health and properly rested
- Bring their child to school ready to start at 8.55am and collect them promptly at 3.15pm.
- Not take their child out of school for holidays during term time.
- Contact the school as soon as possible if their child is absent.
- Talk to the school if their child is worried about attending or if something happens to affect their child's learning or behaviour at school.
- Maintain good communication with school e.g. attend Parents' Evenings and other discussions about their child's progress.
- Support the school's policies and guidelines on appropriate behaviour.
- Support their child in home learning

Signed

.....
(Parent/carer)

Pupils will:

Follow the Abbott Rights and Responsibilities:

- o I have a right to expect that people will be kind to me so I have a responsibility to be kind to everyone.
- o I have a right to expect that people will be fair to me so I have a responsibility to be fair to everyone.
- o I have a right to expect that people will try to do their best for me so I have a responsibility to **try my best**.
- Have my PE kit and reading book in school everyday
- Always try to remember to be thoughtful, helpful and polite towards others
- Always try to enjoy school and to help other children to do the same
- Co-operate with others in school
- Be responsible for completing home learning to the best of my ability
- Look after the school environment and grounds
- Feel able to discuss any aspect of school life with any adult in school
- Have respect for and be careful with property in school
- Listen to all adults in school and follow their instructions

Signed

.....
(Pupil)

The school will:

- Follow the Abbott Rights and Responsibilities
- Encourage children to do their best at all times
- Work in partnership with parents and pupils and value their contributions
- Provide a safe, happy, caring and secure environment
- Offer a broad and balanced curriculum to meet the needs of all children
- Inform parents about the curriculum work for each term
- Have an open door policy to actively welcome parents/carers into school and ensure staff are available at a mutually agreed time to discuss any concerns.
- Keep parents informed of their child's progress through informal discussion, parents evenings and an annual written report
- Ensure that home learning challenges are set weekly
- Contact you as soon as possible if we have worries about your child's work or behaviour
- Keep parents informed about school activities

Signed

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(Head Teacher)

