

'Growing together, Learning forever'



Woodstone Community Primary School **Behaviour Statement**

Date: 11th April 2019

Date for review: 11th April 2021

Signed by the Chair of Governors

Written Statement of Behaviour Principles

Statement of General Principles with Regard to Behaviour Rationale and Purpose

This statement has been drawn up in accordance with the Education and Inspections Act, 2006 and DfE guidance (Behaviour and Discipline in Schools, 2016).

The purpose of this statement is to provide guidance for the Headteacher in drawing up the school's Behaviour Policy so that it reflects the shared aspirations and beliefs of governors, staff and parents for the children in 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.

This is a statement of principles, not practice; it is the responsibility of the Headteacher to draw up the school's Behaviour Policy, though he 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 staff.

Principles:

- The Governors believe that high standards of behaviour lie at the heart of a successful school that enables (a) 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 or harassment.
- All children and staff have the right to feel safe at all times in school. There should be mutual respect between staff and children and between each other. 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.
- Woodstone Community Primary 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, 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.
- The school's legal duties under the Equality Act 2010 in respect of safeguarding, students with Special Educational Needs and all vulnerable students should be set out in the Behaviour Policy and made known to all staff.
- Parents/Carers should be encouraged and helped to support their children's education, just as the children 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 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 children. The Governors expect the rules to be consistently applied by all staff and regularly monitored for their effectiveness.

- The expectation on all children is to behave well as a matter of routine. Governors would like to see a wide range of rewards, consistently and fairly applied in such a way as to encourage and reward this 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
- Sanctions for unacceptable/poor behaviour should be known and understood by all staff and children and consistently applied. The full range of sanctions should be clearly described in the Behaviour Policy so that children, staff and parents can understand how and when they are applied.

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.

The governing body request that in the following circumstances, the head teacher follows the appropriate DFE guidance:-

- Screening and searching pupils
- The use of reasonable force
- Disciplining pupils beyond the school gate
- When to work with local agencies to assess the needs of pupils who display continuous disruptive behaviour

The governing body request that regarding pastoral care for staff accused of misconduct, the head teacher follows the guidance set out in the child protection policy.